

English 9 Syllabus

School Year: 2017-2018

Certificated Teacher: [Click here to enter text.](#)

Desired Results

Course Title (example: *Geometry A and B*): **English 9A and 9B**

Credit: ____ one semester (.5) ____x__ two semesters (1.0)

Prerequisites and/or recommended preparation (example: *Completion of Algebra 1*):
none

Estimate of hours per week engaged in learning activities:

5 hours of class work per week per 18 week semester

Instructional Materials:

All learning activities (resources, assignments, assessments) are contained within or referenced in the student's online course. The online course is accessed via login and password assigned by student's school (web account) or emailed directly to student upon enrollment, with the login website.

Other resources required/Resource Costs:

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

Course Description: Throughout the year, students will consider and analyze coming of age in many types of text and media.

Unit 1: Coming of Age

Ninth grade marks many important transitions, beginning the experiences of becoming an adult. In this unit, you will explore the theme of "coming of age" and examine how writers in a variety of texts use stylistic choices to create the voices of characters who are going through life-changing experiences. Along the way, you will study an independent novel, conduct interviews, analyze arguments regarding the value of post-secondary education, and examine the complex relationship between an author's purpose, his or her audience, and the ways in which he or she appeals to readers. By the end of the unit, your academic "coming of age" will be marked by a heightened understanding of voice, appeals, and persuasive techniques.

Unit 2: Defining Style

Through the ages, stories were passed from generation to generation, sometimes orally and sometimes in writing. Sometime between 1830 and 1835, Edgar Allan Poe began to write structured stories for magazines. His story structure provided a format that characterizes the short story genre today. Poe believed that a story should be short enough to be read in one sitting and that it should contain a single line of action with a limited number of characters, build to a climactic moment, and then quickly reach resolution. Poe's influence on storytelling is still felt today.

Unit 3: Coming of Age during Changing Times

Of Harper Lee's *To Kill a Mockingbird*, Oprah Winfrey said, "I think it is our national novel." The book's narrator, Scout Finch, reflects on her coming-of-age experiences as a young girl confronting prejudice in her own community and learning how to live in a less-than-perfect world. In this unit, you will examine how social, cultural, geographical, and historical context can affect both the writer's construction of a text and readers' responses to it. You will conduct and present research to understand both the setting of the novel *To Kill a Mockingbird* and the civil rights struggles that surrounded its controversial publication. While reading the novel, you will analyze literary elements in selected passages in order to discover how an author develops the overall themes of the work. Every part of *To Kill a Mockingbird* contributes to the whole—from a little girl rolling down the street inside a tire to a black man standing trial for his life.

Unit 4: Exploring Poetic Voices

Poetry evokes the power of words, feelings, and images. We are surrounded by poetry in its various forms on a daily basis—popular music, billboards, and advertising jingles. Poetry allows us to stop and appreciate the mystery of daily life as Walt Whitman noted in *Leaves of Grass*:

Stop this day and night with me, and you
 shall possess the origin of all poems;
You shall possess the good of the earth and
 sun ... (there are millions of suns left;
You shall no longer take things at second or
 third hand, nor look through eyes of the
 dead nor feed on the spectres in books;
You shall not look through my eyes
either, nor take things from me: You shall
 listen to all sides, and filter them from
 yourself.

—Walt Whitman, *Leaves of Grass*

Unit 5: Coming of Age on Stage

The Tragedy of Romeo and Juliet, a coming-of-age drama about two young star-crossed lovers, was one of William Shakespeare's most popular plays in his lifetime. To this day, it is one of his most widely performed plays, and it has inspired countless artists, musicians, and filmmakers to bring to life their own vision of this timeless tragedy. In this unit, you will join their ranks by planning and performing your own collaborative interpretation of a scene. After reflecting on this experience, you will conduct research to support an argument about the relevance of Shakespeare in today's world.

Enduring Understandings for Course (Performance Objectives):

What will students understand (about what big ideas) as a result of the course?

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Course Learning Goals (including WA State Standards, Common Core Standards, National Standards):

What is the key knowledge and skill needed to develop the desired understandings?

Unit 1: Coming of Age

Content Standards: *What are the content standards (PowerStandards and Complementary Standards) on which each unit is focused*

Reading:

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.8: 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.

Writing

W.9-10.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims(s), counterclaims, reasons, and evidence.

W.9-10.1b: 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.

W.9-10.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons.

W.9-10.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1e: Provide a concluding statement or section that follows from and supports the argument presented.

W.9-10.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures tables), and multimedia when useful to aiding comprehension.

W.9-10.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.3a: 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; create a smooth progression of experiences or events.

W.9-10.3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)
W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language:

L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1a: Use parallel structure

L.9-10.1b: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.5b: Analyze nuances in the meaning of words with similar denotations.

L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

SL.9-10.1c: Propel 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.

SL.9-10.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Unit 2: Defining Style

Content Standards: *What are the content standards (PowerStandards and Complementary Standards) on which each unit is focused?*

Reading

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme

RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension

W.9-10.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and

clarify the relationships among complex ideas and concepts.

W.9-10.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.3a: 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; create a smooth progression of experiences or events.

W.9-10.3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1a: Use parallel structure.

L.9-10.5b: Analyze nuances in the meaning of words with similar denotations.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

SL.9-10.1c: Propel 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.

SL.9-10.1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Unit 3: Coming of Age in Times of Change

Content Standards: *What are the content standards (PowerStandards and Complementary Standards) on which each unit is focused?*

Reading

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.)

RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the

language evokes a sense of time and place; how it sets a formal or informal tone).

RI.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RI.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8: 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.

RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. **RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Writing

W.9-10.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension

W.9-10.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

W.9-10.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9a: Apply grades 9-10 reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.3a: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.

L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

SL.9-10.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 for specific expectations.)

Unit: 4 Exploring Poetic Voices

Content Standards: *What are the content standards (PowerStandards and Complementary Standards) on which each unit is focused?*

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REading

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme

RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise

RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Writing

W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)

W.9-10.6: Use technology, including the Internet, to 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.

W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Language

L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 5: Coming of Age on Stage

Content Standards: *What are the content standards (PowerStandards and Complementary Standards) on which each unit is focused?*

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RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme

RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RL.9-10.10; By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.(W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.)

RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8: 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.

writing

W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1b: 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.

W.9-10.1c: 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.

W.9-10.1d; Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1e; Provide a concluding statement or section that follows from and supports the argument presented.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

RI.9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

SL.9-10.1b: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 for specific expectations.)

Language

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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, and assessments]

Performance Tasks:

Unit 1

- 1. Writing and Presenting an Interview**
- 2. Creating an Argumentative Essay**

Unit 2

- 1. Writing a Short Story**
- 2. Writing a Style Analysis Essay**

Unit 3

1. Historical Investigation and Presentation
2. Writing a Literary Analysis Essay

Unit 4

1. Creating a Poetry Anthology
2. Analyzing and Presenting a Poet

Unit 5

1. Presenting a Dramatic Interpretation
2. Writing a Synthesis Argument

Other Evidence (self-assessments, observations, work samples, quizzes, tests and so on):

Blogs, quizzes, discussion board entries, journals, daily assignments, presentations

Types of Learning Activities

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

Direct Instruction	Indirect Instruction	Experiential Learning	Independent Study	Interactive Instruction
<input type="checkbox"/> Structured Overview <input checked="" type="checkbox"/> Mini presentation <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Other (List)	<input type="checkbox"/> Problem-based Case Studies <input checked="" type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Practice <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Paper <input checked="" type="checkbox"/> Concept Mapping <input type="checkbox"/> Other (List)	<input type="checkbox"/> Virt. Field Trip <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games <input type="checkbox"/> Field Observ. <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Bldg. <input type="checkbox"/> Surveys <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Essays <input checked="" type="checkbox"/> Self-paced computer <input checked="" type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Directed Study <input checked="" type="checkbox"/> Research Projects <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Project team <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing <input checked="" type="checkbox"/> Other (List)
Other: Blogs, discussion board entries				

Learning Activities

Learning activities (as provided in the student friendly course schedule posted in online course) and contains the scope and sequence of performance tasks, activities and assessments by semester, unit, and weeks.

These learning activities are aligned with the successful completion of the course learning goals and progress towards these learning activities will be reported monthly on a progress report.

1st Semester Learning Activities

Unit 1: Coming of Age

Duration: [Click here to enter text.](#)

Essential Understandings: *What will students understand (about what big ideas) as a result of the unit?*
[Click here to enter text.](#)

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

1. What does it mean to “Come of Age”?
2. How are the rhetorical appeals used to influence an audience?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

- To understand the concept of coming of age
- To identify diction, syntax, imagery, and tone-and to understand the way they work together to convey an author or speaker’s voice
- To incorporate voice effectively in writing
- To analyze and use rhetorical appeals and evidence to present an argument to an audience
- To support an inference or claim using valid reasoning and relevant and sufficient evidence

Learning Activities:

Essential Questions/Unit Overview/Learning Focus

1.1 Previewing Unit

1.1 Honors Independent Reading Link

1.2 Talking about Voice

1.3 Narrative Voices

Novel: “Spotlight,” from *Speak*, by Laurie Halse Anderson

1.3 Grammar: Clauses

1.4 Language and Writer’s Craft: Parallel Structure

1.5 Defining Experiences

Short Story: “Marigolds,” by Eugenia Collier

1.6 Learning how to Interview

1.6 Grammar: Punctuating Dialogue

1.7 Conversations with Characters

1.8 To Versions of One Narrative

Memoir: from *Always Running*, by Luis J. Rodriguez

Poetry: “Race’ Politics,” by Luis J. Rodriguez

1.9 Reading an Interview Narrative

Nonfiction: “WMD’s” by Brian O’Connor

1.10 Examining the Art of Questioning

Interview Transcript: “Chuck Liddell,” by Steven Yaccino

1.11 Transforming the Transcript

1.12 Planning an Interview

Embedded Assessment 1 (Writing and Presenting an Interview Narrative)

1.13 Previewing Embedded Assessment 2 and Preparing to Write an Argument

1.14 Language and Writer’s Craft: Phrases and Clauses

1.15 Building an Argument

1.16 Using Rhetorical Appeals

Speech: Remarks by the President in a National Address to American's Schoolchildren, by Barak Obama

1.16 Grammar: Sentence Types

1.17 Targeting Your Audience

Editorial: "An Early Start on College," *Minnesota StarTribune*

1.18 Evaluating Claims and Reasoning

Opinion: "Why College Isn't for Everyone," by Richard Vedder

Opinion: "Actually, College is Very Much Worth It," by Andrew J. Rotherham

1.18 Honors Independent Reading Link

Embedded Assessment 2: Writing an Argumentative Essay

Unit 2: Defining Style

Duration: Click here to enter text.

Essential Understandings: *What will students understand (about what big ideas) as a result of the unit?*

Click here to enter text.

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

1. What makes a good story?

2. What are the elements of a style analysis?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

- To identify specific elements of an author's style
- To review and analyze elements of fiction and write a short story
- To analyze syntactical structure and use clauses to achieve specific effects
- To develop close reading skills
- To identify cinematic techniques and analyze their effects

Learning Activities:

2.1 Previewing the Unit

2.1 Honors Independent Reading Link

2.2 Genre Study Re3viewing the Elements of a Story

2.3 Experimenting with Point of View

2.4 Language and Writer's Craft: Writer's Style

2.4 Grammar: How to Use Semicolons

2.4 Honors Independent Reading Link and Blog

2.5 The Meaning of Imagery and Symbols

Poetry: "Fire and Ice," by Robert Frost

2.6: Shared Gifts: Introducing Irony

Short Story: "The Gift of the Magi," by O. Henry (William Sidney Porter)

2.6 Honors Independent Reading Link: Sift Diagram

2.7: Close Reading of a Short Story

Short Story: "The Stolen Party," by Liliana Heker (translated by Alberto Manguel)

2.7 Grammar: Phrases and Clauses

2.7 Honors Independent Reading Link

2.8 Introducing a Story of Revenge

Informational Text: "Catacombs and Carnival"

2.9 Irony in the Vaults

Short Story: "The Cask of Amontillado," by Edgar Allen Poe

2.9 Grammar: How to use Active Verbs

2.9 Honors Independent Reading Link: Blog

2.10 Connecting Symbolism to meaning

Poetry: "A Poison Tree," by William Blake

2.10 Honors Independent Reading Link

Embedded Assessment 1: Writing a Short Story

2.11 Previewing Embedded Assessment 2: Thinking about Style

2.12 Working With Cinematic Techniques

2.13 Film in Context: An Authorial Study

Biographical Essay: "Tim Burton: Wickedly Funny, Grotesquely Humorous

2.14 Setting the mood and Understanding tone: 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

2.15 Revisiting Wonka: Thinking about Effect

Film: *Charlie and the Chocolate Factory (2005)*, directed by Tim Burton

2.16 More about Stylistic Effect

Film: *Charlie and the Chocolate Factory (2005)*, directed by Tim Burton

2.17 Interpreting Style: Tim Burton's *Edward Scissor hands*

Film: *Edward Scissor Hands (1990)* directed by Tim Burton

2.18 Analyzing Burton's Style: Supporting with Textual Evidence

Film: *Edward Scissor Hands (1990)* directed by Tim Burton

2/19 Analyzing Burton's Style: Explaining with Commentary

Film: *Edward Scissor Hands (1990)* directed by Tim Burton

2.20 Analyzing Burton's Style: Brining to Closure

Film: *Edward Scissor Hands (1990)* directed by Tim Burton

2.21 Analyzing Burton's Style: Writing the Analytical Paragraph

Film: *Edward Scissor Hands (1990)* directed by Tim Burton

2.22 Independent Viewing

Film: *Big Fish (2004)* and/or *Corpse Bride (2005)* by Tim Burton

Embedded Assessment 2: Writing a Style Analysis Essay

Unit 3: Coming of Age in Changing Times

Duration: Click here to enter text.

Essential Understandings: *What will students understand (about what big ideas) as a result of the unit?*

Click here to enter text.

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

1. What impact does context have on a novel and on the reactions of readers to it?
2. How does a key scene from a novel contribute to the work as a whole?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

- To gather and integrate relevant information from multiple sources to answer research questions.
- To present finding clearly, concisely, and logically making strategic use of digital media
- To analyze how literary elements contribute to the development of a novel's themes
- To write a literary analysis, citing textual evidence to support ideas and inferences

Learning Activities:

3.1 Previewing the Unit

3.1 Honors Independent Reading Link

3.2 Picturing the Past

Photographs: Southern Life from the 1930's to the 1960's

3.2 Honors Independent Reading Link: Double Entry Journal

3.3 Setting the Context

Informational Text "Jim Crow: Shorthand for Separation," by Rick Edmonds

Informational Text: Jim Crow Laws, Martin Luther King Jr. National Historic Site

3.4 Researching and Presenting Information

Website: "The Rise and fall of Jim Crow" PBS

3.4 Grammar: Using Colons

3.5 A Time for Change

Letter: from "Letter from Birmingham Jail," by Martin Luther King Jr.

3.6 Voices of Change

3.6 Honors Independent Reading Link: Double Entry Journal

3.7 Historical Investigation and citation

3.7 Honors Independent Reading Link

Semester 1 Grammar Assessment

3.8 Reaching and Audience

Embedded Assessment 1: Historical Investigation and Presentation

3.9 Previewing Embedded Assessment 2: A Story of the Times

Nonfiction: From *Scout, Atticus and Boo: A Celebration of To Kill a Mockingbird* by Mary McDonagh Murphy

3.10 A Scouting Party

Novel: *To Kill a Mockingbird*, by Harper Lee

Film: Clips from *To Kill a Mockingbird*, directed by Robert Mulligan

3.11 Conflict with Miss Caroline

3.11 Grammar: Phrases

3.12 Analyzing Boo

Novel: Excerpt from *To Kill a Mockingbird*, by Harper Lee

3.13 Questions and Conclusions

3.14 Two Views of "One Shot"

Film: Clips from *To Kill a Mockingbird*, directed by Robert Mulligan

3.15 Pin the Quote on Atticus

Novel: Excerpt from *To Kill a Mockingbird*, by Harper Lee

3.16 Shifting Perspectives

Novel: Excerpt from *To Kill a Mockingbird*, by Harper Lee

3.17 A Solitary Light

Film: Clips from *To Kill a Mockingbird*, directed by Robert Mulligan

3.18 Character's Voices

3.18 Grammar: Parenthetical Citations

3.19 Analyzing Atticus's Closing Argument

Novel: *To Kill a Mockingbird*, by Harper Lee

Film: Clips from *To Kill a Mockingbird*, directed by Robert Mulligan

3.19 Grammar: How to Create Parallel Structure

3.20 Aftermath and Reflection

3.21 Standing in Borrowed Shoes

Novel: *To Kill a Mockingbird*, by Harper Lee

3.22 Controversy in Context

Essay: from "In Defense of *To Kill a Mockingbird*," Nicholas J. Karolides, et al

3.23 Hey Boo

Embedded Assessment 2: Writing a Literary Analysis Essay

Unit 4: Exploring Poetic Voices

Duration: [Click here to enter text.](#)

Essential Understandings: *What will students understand (about what big ideas) as a result of the unit?*
[Click here to enter text.](#)

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

1. What is Poetry?
2. What can a writer learn from studying an author's craft and style?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

- 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

Learning Activities:

4.1 Previewing the Unit

[4.1 Honors Independent Reading Link: Poetry](#)

[4.1 Honors Close Reading: Poetry](#)

4.2 What is Poetry?

Poetry: "Poetry" by Pablo Neruda

4.3 A writer Peaks about Poetry

Essay: from *Poemcrazy: Freeing your Live with Words*, by Susan Wooldrige

4.4 Literary Devices in Poetry

4.5 A Catalog of Coming-of-Age Experiences

Poetry: "Nikki-Rosa," by Nikki Giovanni

4.6 Structure in Poetry

Poetry: "We Real Cool," by Gwendolyn Brooks

4.7 Exploring Diction and Imagery

Poetry: "Fast Break," by Edward Hirsch

4.8 Extended Mataphor and Symbol

Poetry: "Identity," by Julio Nabo Polanco

4.9 Hyperbolic Me with Allusions

Poetry: "Ego Trippin'," by Nikki Giovanni

4.10 Exploring Theme

Poetry: "Hanging Fire," by Audre Lorde

[4.10 Honors Independent Reading](#)

4.11 Odes to Something or Someone Special

Poetry: "Ode to My Socks," by Pablo Neruda

Poetry: "Abuelito Who," by Sandra Cisneros

4.12 Coming of Age in Sonnets

Sonnet: "Sonnet 18," by William Shakespeare

Embedded Assessment 1: Creating a Poetry Anthology

4.13 Unpacking Embedded assessment 2: Analyzing and Presenting a Poet

Song: "Smells Like Teen Spirit," recorded by Nirvana and by Tori Amos

4.14 More work with Analysis

Poetry: "In Response to Executive Order 9066," by Dwight Okita

4.14 Honors Independent Reading

4.15 Poetry analysis of "Young"

Poetry: "Young," by Anne Sexton

4.16 Poetry Café

Poetry: "Combing," by Gladys Cardiff

Poetry: "I Wandered Lonely as a Cloud," by William Wordsworth

Poetry: "Harlem," by Langston Hughes

Poetry: "'Hope' is the Thing with Feathers," by Emily Dickinson

Poetry: "Scars," by Daniel Halpern

Poetry: "Ozymandias," by Percy Bysshe Shelley

Poetry: "American Hero" by Essex Hemphill

4.17 Kidnapped by a Poet

Poetry: "The Beep Beep Poem," by Nikki Giovanni

Poetry: "Kidnap Poem," by Nikki Giovanni

4.17 Honors Independent Reading

4.18 Choosing and Researching a Poet

4.19 Generating a Rhetorical Plan

Embedded Assessment 2 Analyzing and Presenting a Poet

Unit 5: Coming of Age on Stage

Duration: [Click here to enter text.](#)

Essential Understandings: *What will students understand (about what big ideas) as a result of the unit?*

[Click here to enter text.](#)

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

1. How do actors and directors use theatrical elements to create a dramatic interpretation?
2. Why do we study Shakespeare?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

- To cite textual evidence to support analysis of a dramatic text
- To analyze the representation of key scenes in text, film, and other mediums
- To collaborate with peers on an interpretive performance
- To conduct research to answer questions and gather evidence
- To analyze how an author uses rhetoric to advance a purpose
- To write an argument to support a claim

Learning Activities:

5.1 Previewing the Unit

5.1 Honors Independent Reading

5.1 Honors Close Reading: Shakespeare

5.2 Shakespeare's Age

Monologue: from *As You Like it*, by William Shakespeare

5.3 A Sonnet Sets the State

Drama: Prologue from *The Tragedy of Romeo and Juliet*, by William Shakespeare

5.4 Conflict Up Close (Act 1)

Drama: *The Tragedy of Romeo and Juliet*, by William Shakespeare

5.5 Talking by Myself (Act 1)

5.6 Party Blocking

Film: Two film interpretations of *Romeo and Juliet*

5.7 Acting Companies

Images: Posters and Flyers from Shakespeare Productions

5.8 What's in a Setting? (Act II)

Script: excerpt from *West Side Story*, by Arthur Laurents

Film: Two film interpretations of *Romeo and Juliet*

5.9 Friends and Foils (Act II)

5.10 A Wedding (Act II) and a Brawl (Act III)

Film: A film interpretation of *Romeo and Juliet*

5.11 Emotional Roller Coaster (Act III)

5.12 TWISTing their Words (Acts II and III)

5.13 A Desperate Plan (Act IV)

5.14 The Fault in Their Starts (Act V)

Film: A film interpretation of *Romeo and Juliet*

Embedded Assessment 1: Presenting a Dramatic Interpretation

5.16 Shakespeare in the Modern Age

Article: "On the Bard's birthday, is Shakespeare still relevant?" by Alexandra Petri

5.17 Shakespeare's Globe

News Article: "Britain puts on a Shakespeare marathon as world arrives for the Olympic Games," by Associated Press, *The Washington Post*

News Article: "Peace of the City presents Shakespeare for urban students," by Colin Dabkowski, *Buffalo News*

News Article: "On Love and War, Iraq learns from Shakespeare," by Shelina Zahra Janmohamed, *The Daily Star*

5.18 Did Shakespeare Invent Teenagers?

Nonfiction: from *How Shakespeare Changed Everything*, by Stephen Marche

5.19 Shakespeare Behind Bars

News Article: "Kentucky inmates turned actors explore selves through Shakespeare play," by Sean Rose, *The Courier-Journal*

5.20 Arguments for Arts and Literature

Speech: "Nancy Hanks Lecture on Arts and Public Policy The Kennedy Center in Washington, D.C.," by Kevin Spacey

Article: "Texting Makes U Stupid," by Niall Ferguson, *Newsweek*

5.21 Give Up the Bard

Opinion: "Why it's time to give the Bard the heave ho!" by Brandon Robshaw, *The Independent*

5.21 Grammar: Top 20 Errors

Grammar Assessment Semester 2

Embedded Assessment 2: Writing a Synthesis Argument