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| **Snake River High School**  **Grade 9 Reading: Literature** | | | | | |
| ***College and Career Readiness Anchor Standards***  ***Reading: Literature*** | ***CCSS***  ***RL1-10*** | ***Unpacking*** | ***Assessment***  How will you assess what your students ALREADY KNOW, and assess WHAT THEY’VE LEARNED? | ***Learning Activities Essential Vocabulary***  HOW will you teach it?  \*Include how you will differentiate your instruction (low, middle , high). | ***Materials / Resources***  ***Materials / Resources***  Alignment with current adopted textbooks, and any other agreed upon resources available.  \*Included are sources determined by the English Department and the teacher. Sources include but are not limited to internet, youtube, teachertube, opensource materials, text books, or any materials that can be beneficial to teach core standards-this is not an exhaustive list. |
| Key Ideas and Details | | | | | |
| 1. Read closely to determine  what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 1. Cite strong and thorough  textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Students are required to use textual evidence that is convincing  and complete to support their ideas. Citing from the text may include a formal citation or a verbal reference. Analysis should include inferred and literal meanings. Students in the ninth grade should be introduced to the skill of determining the difference between ―strong evidence‖ and insufficient or unreliable details. They should understand how much evidence is needed to support  a claim. In grade 10, these skills should build as students continue to cite evidence both formally and informally. They should be  able to distinguish between text that provides strong support and text that is not related, uncertain, or is insufficient as evidence. Their analysis should offer insights that show they can derive  understanding from details that are directly stated as well as from those that are implied.  As students continue to determine theme in a text, they need to examine not only how a theme is developed but also how details in the story influence and mold a theme or central idea into being. Students will need to use the key details of a text to provide a summary that is free of personal opinions or feelings.  Students are required to recognize complex characters and understand their role in a text. They need to identify the development of complex characters, explain their interactions with other characters, and tell how these characters contribute to plot or theme development. Along with recognizing complex characters, ninth grade students should be able to identify the details that developed characters as complex rather than as static or flat. They should see how the author developed a complex character over the course of the text, consider how the character interacts with others, and begin to recognize how complex characters propel the action in the story or add to the development of a theme. Tenth grade students should work with more complex texts. Building on what they mastered in the ninth grade, these students need to be challenged to complete their analysis with strong textual support and deeper understanding of characterization. |  |  | *Prentice Hall Literature*  “The Necklace”  “Sonata for Harp and Bicycle”  Unit 4 Poetry  Novels: *The Pearl*  *The Old Man and the Sea*  *Fahrenheit 451*  *Other Literature: The Odyssey*  *Romeo and Juliet*  *Writing and Grammar Text*  “Narration: Short Story” chapter 5  “Description” chapter 6  *Writer’s Inc.*  Stories and Plays |
| 2. Determine central ideas or  themes of a text and analyze their development; summarize the key supporting details and ideas. | 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. |  |  | *Prentice Hall Literature*  “Rules of the Game”  “The Jade Peony”  Unit 4 Poetry  Novels: *The Pearl*  *The Old Man and the Sea*  *Fahrenheit 451*  *Other Literature: The Odyssey*  *Romeo and Juliet*  *Writing and Grammar Text*  “Narration: Short Story” chapter 5  “Description” chapter 6  *Writer’s Inc.*  Stories and Plays |
| 3.Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 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. |  |  | *Prentice Hall Literature*  “Secret Life of Walter Mitty”  “Most Dangerous Game”  Unit 4 Poetry (dramatic/narrative)  Novels: *The Pearl*  *The Old Man and the Sea*  *Fahrenheit 451*  *Other Literature: The Odyssey*  *Romeo and Juliet*  *Writing and Grammar Text*  “Narration: Short Story” chapter 5  “Description” chapter 6  *Writer’s Inc.*  Stories and Plays |
| Craft and Structure | | | | | |
| 4. Interpret words and phrases  as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 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). | After determining the figurative and connotative meanings of  words, students need to consider the significant influence of the author’s word choice as a whole on the text’s tone or overall understanding. Students are asked to consider how an author crafts the structure of a text to produce a particular effect. Standard RL6 specifies world literature and requires students to examine a particular point of view or cultural experience found in that body of literature. It is important that this is introduced in grade nine and studied more in-depth at grade 10 – using more complex literature and developing a deeper understanding of global perspectives. |  |  | *Prentice Hall Literature*  “Scarlet Ibis”  “Golden Kite, Silver Wind”  Unit 4 Poetry  Novels: *The Pearl*  *The Old Man and the Sea*  *Fahrenheit 451*  *Other Literature: Odyssey*  *Romeo and Juliet*  *Writing and Grammar Text*  “Narration: Short Story” chapter 5  “Description” chapter 6  *Writer’s Inc.*  Stories and Plays |
| 5. Analyze the structure of  texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | 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. |  |  | *Prentice Hall Literature*  “Interlopers”  “Cask of Amontillado”  Novels: *The Pearl*  *The Old Man and the Sea*  *Fahrenheit 451*  *Other Literature: The Odyssey*  *Romeo and Juliet*  *Writing and Grammar Text*  “Narration: Short Story” chapter 5  “Description” chapter 6  *Writer’s Inc.*  Stories and Plays |
| 6. Assess how point of view or purpose shapes the content and style of a text. | 6. Analyze a particular point of  view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |  |  | *Prentice Hall Literature*  “Checkouts”  “The Girl Who Can”  “American History”  Unit 4 Poetry  Novels: *The Pearl*  *The Old Man and the Sea*  *Fahrenheit 451*  *Other Literature: The Odyssey*  *Romeo and Juliet* |
| Integration of Knowledge and Ideas | | | | | |
| 7. Integrate and evaluate  content presented in diverse formats and media, including visually and quantitatively, as well as in words. | 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). | Students are asked to compare two works that use different  artistic mediums (painting, poetry, sculpture) but share a common subject. Beginning in the ninth grade students need to be able to evaluate various artistic mediums and integrate the understandings taken from each. It may be that students have not had opportunities to view art critically and have not practiced finding meaning in forms outside of text.  Students need to understand how an author uses source material in crafting a text, such as in allusions. They need to discover the source the author has alluded to and be able explain how that material was changed by the author. |  |  | Medium comparisons:  The Odyssey book/film  Romeo and Juliet script/film  *The Pearl/Pearl film*  *“Gift of the Magi”-short story/film*  *The Old Man and The Sea-book/award winning animation film done on glass plates by Russian artist Alexander Petrov*  <http://www.youtube.com/watch?v=W5ih1IRIRxI>  <http://www.youtube.com/watch?v=b_kjEJrJc-g> |
| 8. Delineate and evaluate the  argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | 8. (Not applicable to literature) |  |  | Not applicable to literature |
| 9. Analyze how two or more  texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | 9. 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). |  |  | *Prentice Hall Literature*  “The Golden Kite, Silver Wind”-add Cold War Essay  (See teacher’s text pg. T34 for additional examples)  *Fahrenheit 451(novel)/Hunger Games(film or novel)*  *The Odyssey(lit. text)/Ulysses(film)/Oh Brother Where Art Thou-screen play or film*  *Romeo and Juliet(lit. text)/Interlopers(lit. text)/Pyramus and Thisbe(lit. text)/West Side Story(libretto or film)*  *Writing and Grammar*  Chapter 13  *Writer’s Inc.*  “Personal Responses to Literature” |
| Range of Reading and Level of Text Complexity | | | | | |
| 10. Read and comprehend  complex literary and informational texts independently and proficiently. | 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. | Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.  Students will be able to determine when they are not comprehending and making meaning, and they will be able apply appropriate strategies in order to increase comprehension when faced difficult text.  Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students. Students should encounter appropriately complex texts at each grade level in order to  develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.  Standard 10 defines a grade-by-grade ―staircase‖ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.  Students also acquire the habit of reading independently and closely, which are essential to their future success. |  |  | In-class as well as Independent student practice through student choice. Assigned student fiction books/plays will be part of the expectations. Students will demonstrate comprehension of their reading choices through presentations or book reports to be determined by individual teachers. |

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| **Snake River High School**  **Grade 9 Reading: Informational Text** | | | | | |
| ***College and Career Readiness Anchor Standards***  ***Reading: Information*** | ***CCSS***  ***RI 1-10*** | ***Unpacking*** | ***Assessment***  How will you assess what your students ALREADY KNOW, and assess WHAT THEY’VE LEARNED? | ***Learning Activities Essential Vocabulary***  HOW will you teach it?  \*Include how you will differentiate your instruction (low, middle , high). | ***Materials / Resources***  Alignment with current adopted textbooks, and any other agreed upon resources available.  \*Included are sources determined by the English Department and the teacher. Sources include but are not limited to internet, youtube, teachertube, opensource materials, text books, or any materials that can be beneficial to teach core standards-this is not an exhaustive list. |
| Key Ideas and Details | | | | | |
| 1. Read closely to determine  what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 1. Cite strong and thorough  textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Students are required to use textual evidence that is convincing and complete to support their ideas. Citing from the text may include a formal citation or a verbal reference. Analysis should include inferred and literal meanings. Students in the ninth grade should be introduced to the skill of determining the difference between ―strong evidence‖ and insufficient or unreliable details. They should understand how much evidence is needed to support a claim. In grade 10, these skills should build as students continue to cite evidence both formally and informally. They should be able to distinguish between text that provides strong support and text that is not related, uncertain, or insufficient as evidence. Their analysis should offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied.  As students continue to determine a central ideal of a text in high school, they need to examine not only how a central idea is developed but also how details in the text influence and add to a central idea. Students will need to use the key details of a text to provide a summary that is free of personal opinions or feelings. Students need to examine how an author builds an opinion or a study with key details, paying close attention to how the ideas are introduced, sequenced, and developed. Finding connections between ideas should be reviewed. After determining the figurative, connotative, and technical  meanings of words and phrases as they are used in a text, students need to consider the significant influence of the author’s word choice as a whole on the text’s tone or overall understanding. Ninth grade students should begin to understand that an author’s word choice is selective and deliberate. They should be aware that the collective effect of words influences the tone and meaning of text. By tenth grade, students should notice the connection between the words that the author chose and the point that the author was making.  When examining the development of an author’s ideas, students should pay attention to how specific parts of the text enhance a thought or expand an idea. After establishing what an author’s purpose or point of view is in a text, they should examine how the language is used effectively especially considering any persuasive techniques the author might use to influence readers. |  |  | *Prentice Hall Literature*  “The Washwoman”  “Carry Your Own Skiis”  “The Talk”  Book Choice: *Death Be Not Proud* (Memoire) |
| 2. Determine central ideas or  themes of a text and analyze their development; summarize the key supporting details and ideas. | 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. |  |  | *Prentice Hall Literature*  “The News”  “Silent Spring”  “I Have a Dream”  Book Choice: *Death Be Not Proud* (Memoire) |
| 3. Analyze how and why  individuals, events, and ideas develop and interact over the course of a text. | 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. |  |  | *Prentice Hall Literature*  “On Summer”  “Uncle Marcos”  “Libraries Face a Sad Chapter”  Book Choice: *Death Be Not Proud* (Memoire) |
| Craft and Structure | | | | | |
| 4. Interpret words and phrases  as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 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). |  |  |  | *Prentice Hall Literature*  “A Celebration of Grandfathers”  “My English”  “Before Hip Hop Was Hip Hop”  Book Choice: *Death Be Not Proud* (Memoire) |
| 5. Analyze the structure of  texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | 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). |  |  |  | *Prentice Hall Literature*  “First Inaugural Address”  “There is a Longing”  “Glory and Hope”  Book Choice: *Death Be Not Proud* (Memoire) |
| 6. Assess how point of view or  purpose shapes the content and style of a text. | 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. |  |  | *Prentice Hall Literature*  “The Giant’s House”  “Desiderata”  “New Directions”  Book Choice: *Death Be Not Proud* (Memoire) |
| Integration of Knowledge and Ideas | | | | | |
| 7. Integrate and evaluate  content presented in diverse formats and media, including visually and quantitatively, as well as in words. | 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. | When examining several texts that share the same subject but use different vehicles or modes to communicate, students should be able to judge what details are emphasized in each account. In the ninth grade students should be able to recognize various accounts of a subject told in multiple forms and acknowledge characteristics of each. By tenth grade students should expand their reasoning to include what each version stressed or called attention to and how that influenced the account.  Students are asked to evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof. They need to pinpoint any statements that are false and judge if any of the author’s reasoning is misleading. Ninth grade students need to be able to evaluate sources. They need to understand what a reliable source is and what makes one questionable. In looking at an author’s argument, they need to question the facts presented and be able to objectively determine if they are indeed credible. Many students in the ninth grade still believe that if it is in print, it is true. Having the tools to legitimately evaluate sources is very important at this level.  Ninth and tenth grade students will study and evaluate influential U.S. documents especially how they deal with similar themes and concepts. In grade nine these documents could be studied as part of the literary nonfiction genre. In grade ten they could be incorporated into the global perspective as a comparison to other similar documents from outside the U.S. |  |  | *Prentice Hall Literature*  “A White House Diary”  \*From the JFK Library  <http://www.jfklibrary.org/JFK/JFK-in-History/November-22-1963-Death-of-the-President.aspx>  \*video/Walter Cronkite’s announcement  <http://www.youtube.com/watch?v=2K8Q3cqGs7l> |
| 8. Delineate and evaluate the  argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | 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. |  |  | Idebate.org for famous debates on many topics (100 top debates)  fallacies  <http://writingcenter.unc.edu/handouts/fallacies/> |
| 9. Analyze how two or more  texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | 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. |  |  | *Prentice Hall Literature*  “First Inaugural Address”  Lincoln 1865 Inaugural address  <http://www.bartleby.com/124/pres32.html> |
| Range of Reading and Level of Text Complexity | | | | | |
| 10. Read and comprehend  complex literary and informational texts independently and proficiently. | 10. By the end of grade 9, read  and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range | Literary nonfiction includes the subgenres of exposition,  argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience.  The Standards emphasize arguments and other literary nonfiction that contain informational text structures rather than narrative literary non-fiction that tells a story such as memoirs and biographies.  Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.  Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.  Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.  Standard 10 defines a grade-by-grade ―staircase‖ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.    Students also acquire the habit of reading independently and closely, which are essential to their future success. |  |  | Independent student practice overseen by teachers across the curriculum through texts required as well as reading through student choice.  Assigned student nonfiction books will be part of the expectations. Students will demonstrate comprehension of their reading choices through presentations or book reports to be determined by individual teachers. |

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| **Snake River High School**  **Grade 9 Writing** | | | | | |
| ***College and Career Readiness Anchor Standards***  ***Writing*** | ***CCSS***  ***W 1-10*** | ***Unpacking*** | ***Assessment***  How will you assess what your students ALREADY KNOW, and assess WHAT THEY’VE LEARNED? | ***Learning Activities Essential Vocabulary***  HOW will you teach it?  \*Include how you will differentiate your instruction (low, middle , high). | ***Materials / Resources***  ***Materials / Resources***  Alignment with current adopted textbooks, and any other agreed upon resources available.  \*Included are sources determined by the English Department and the teacher. Sources include but are not limited to internet, youtube, teachertube, opensource materials, text books, or any materials that can be beneficial to teach core standards-this is not an exhaustive list. |
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| Text Types and Purposes | | | | | |
| 1. Write arguments to support  claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 1. Write arguments to support  claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. 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.  b. 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.  c. Use words, phrases, and clauses to link the major sections 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.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from and supports the argument presented. | The CCSS emphasize students’ ability to produce strong arguments on important topics or texts. Students in the ninth grades should write argumentative papers that support their analysis of a text or topic using enough relevant evidence to legitimately support their claim(s). Students need to understand how much evidence is needed to satisfactorily support a point. At the ninth grade level, students need to learn how to introduce their argument(s) clearly and accurately with regard to counterclaims. Students should build on this skill in the tenth grade with students using concise and effective language that supports the  organization of their argument. Students should structure their argument so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence. As students develop their argument, they should treat their claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have. Students at this level should develop unity and consistency in their text with their words and structure, paying attention to the relationships they create between the claims, counterclaims, evidence, and reason. They also should maintain an appropriate style and tone for the task – omitting personal bias.  Students should conclude with a statement that supports the argument. Students are expected to write informative texts that examine and communicate complex ideas, concepts, or information clearly and accurately. They should effectively select, organize, and analyze their content.  Selecting includes:  -Using relevant and sufficient facts, definitions, details, and quotes  -Using sources that are appropriate to task, audience, and purpose  -Choosing precise words and domain-specific vocabulary  Organizing includes:  -introducing a topic  -arranging ideas, concepts, and information to -show interrelationships  -formatting effectively  -developing a topic  -organizing graphics  -providing multimedia when useful  using transitions to link together the major sections of the text  -Write a concluding statement that supports the information presented  -Choosing a formal style and objective tone  Analyzing includes:  -Deciding what organization is most effective for purpose, audience, and task.  -Determining how many facts, definitions, details, quotations and other information are needed.  To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. These skills work in tandem with reading expectations--as expressed in the reading standards for informational texts--so that students are examining authors’ craft and style and applying what they have observed to their own writing. In the ninth grade as students explore writing informational text they need to learn how to make deliberate choices as writers. They need to understand that establishing task, audience, and purpose prior to writing will then influence their word choice, the supporting details they choose, the tone they use, and the organizational features they will need to effectively communicate. Ninth graders should learn how to organize their writing. Often students do not see the correlation between developing a topic and organizing a paper. As students become more skilled with writing informational texts, they should pay more attention to the words they use to communicate ideas. They should develop a strong formal style appropriate for their task. They should be able to maintain a tone that is free of bias. They should learn how to integrate multimedia when appropriate and effective.  Students are expected to write narratives – conveying an experience that is real or imagined – and using time as its deep structure. The writing should have form or structure based on a progression of events that build upon each other. As with all good writing, students should select effective details using precise language. They should establish point of view(s), introduce a narrator, provide characters, and present a situation. Students should be aware of and apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures. Students should provide a conclusion to the events they set out at the beginning of their narrative. |  |  | *Writer’s Inc*. Text  “Writing Expository Essays”  “Other Forms of Expository Writing”  “Writing Persuasive Essays”  “Other Forms of Persuasive Writing”  Internet  http://writingcenter.unc.edu/handouts/fallacies/  *Prentice Hall Writing and Grammar* Text Chapters 7-11 |
| 2. Write informative  /explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | 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.  a. 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.  b. 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.  c. Use appropriate and varied transitions to link audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  d. Use precise language and domain-specific vocabulary to manage the complexity  of the topic.  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  f. 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). |  |  | *Writer’s Inc*. Text  “Writing Expository Essays”  “Other Forms of Expository Writing”  “Writing Business Letters”  “Special Forms of Workplace Writing”  *Prentice Hall Writing and Grammar* Text Chapters 9-11, 15 |
| 3. Write narratives to develop  real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | 3. Write narratives to develop  real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  a. 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.  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |  |  | *Writer’s Inc*. Text  “Personal Writing”  “Creative Writing”  “Journal Writing”  “Descriptive Writing”  “Narrative Writing”  “Stories and Plays”  *Prentice Hall Writing and Grammar*  “Narration: Short Story”  “Description” |
| Production and Distribution of Writing | | | | | |
| 4. Produce clear and coherent  writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 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.) | High school students are expected to produce writing that is clear  and understandable to the reader. Task (type of writing assignment), audience (the intended reader), and purpose (the writer’s designated reason for writing) should be reflected in the student’s style, organization, and development of a topic.  Students should plan their writing, develop strong revising and editing skills, rewrite or try a different approach always mindful of the audience and the purpose for the writing. They need to determine what details or information is most important for a  particular audience and specific purpose. They need to understand writing as a process rather than solely as a product. Writing as a process requires thinking and being able to articulate those thoughts.  CCSS recognizes that students need to be able to use technology strategically when creating, refining, and collaborating on writing. Students should not only use technology for producing and publishing writing but also to collaborate with others. |  |  | *Writer’s Inc. Text*  “Writing With Style”  “Traits of Effective Writing”  “Writing Sentences”  “Writing Paragraphs”  6 + 1 Trait Writing Program  *Prentice Hall Writing and Grammar*  Chapter 3 |
| 5. Develop and strengthen  writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 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. |  |  | *Writer’s Inc*. Text  “Understanding the Writing Process”  “Writing as a Process”  *Prentice Hall Writing and Grammar*  Chapter 2  *6 + 1 Writing Traits* |
| 6. Use technology, including  the Internet, to produce and publish writing and to interact and collaborate with others. | 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. |  |  | *Writer’s Inc*. Text  “Writing with a Computer”  “Publishing Your Writing”  My Big Campus  Moodle |
| Research to Build and Present Knowledge | | | | | |
| 7. Conduct short as well as  more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | 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. | In the CCSS research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.  High school students need to learn how to synthesize information by combining parts from a variety of sources into a one unified understanding, achieving a new insight. To accomplish this, students need to be able to recognize what is important in a source, how it supports the topic, and how it relates to other source information. They need to find information that is relevant from reliable and authoritative sources. Students should be adept  at using advance searches finding print and digital sources that answer their research question. They should know how to integrate the information effectively, avoiding plagiarism and using a standard format for citation. |  |  | *Writer’s Inc*. Text  “Research”  *Prentice Hall Writing and Grammar*  “Research Sources”  “Library, Internet” |
| 8. Gather relevant information  from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | 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. |  |  | *Writer’s Inc.* Text  “Writing the Research Paper”  “Using Sources and Avoiding Plagiarism”  “MLA Documentation Style”  “Sample MLA Research Paper”  “APA Documentation Style”  *Prentice Hall Writing and Grammar*  Chapter 12  Internet  Purdue Online Writing Lab  <https://owl.english.purdue.edu/owl/resource/747/01/>  plagiarism check aid: turnitin.com  internal documentation aids  citationmachine.net  easybib.com |
| 9. Draw evidence from literary  or informational texts to  support analysis, reflection, and research. | 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]‖).  b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., ―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‖). |  |  | *Writer’s Inc.* Text-  Academic Writing pgs. 173-253  \*Particular focus on Responding to Literature Section pgs. 233-253  *Prentice Hall Writing and Grammar*  \*Particular focus on Response to Literature Chapter 13  \*Sources will come from nonfiction or literary texts and books determined through student research for information relevant to topics of self-generated questioning or problem solving research as well as teacher guided topics and purposes. |
| Range of Writing | | | | | |
| 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. | 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. | CCSS expect students to have the flexibility, concentration, and  fluency to produce high-quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. |  |  | Journal Writing  6 Writing Traits  *Prentice Hall Writing and Grammar*  “Writing for Assessment”  “Narration: Short Story”  “Description”  “Response to Literature”  \**Writer’s Inc*. Text  Particular focus on Personal Writing Section pgs. 131-139  “Academic Writing”  “Journal Writing”  “Descriptive Writing”  “Narrative Writing”  “Creative Writing of Stories and Plays”  “Personal Responses to Literature”  “Writing a Book Review”  “Writiing a Literary Analysis” |

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| **Snake River High School**  **Grade 9 Speaking and Listening** | | | | | |
| ***College and Career Readiness Anchor Standards***  ***Speaking and Listening*** | ***CCSS***  ***SL 1-6*** | ***Unpacking*** | ***Assessment***  How will you assess what your students ALREADY KNOW, and assess WHAT THEY’VE LEARNED? | ***Learning Activities Essential Vocabulary***  HOW will you teach it?  \*Include how you will differentiate your instruction (low, middle , high). | ***Materials / Resources***  Alignment with current adopted textbooks, and any other agreed upon resources available.  \*Included are sources determined by the English Department and the teacher. Sources include but are not limited to internet, youtube, teachertube, opensource materials, text books, or any materials that can be beneficial to teach core standards-this is not an exhaustive list. |
| Comprehension and Collaboration | | | | | |
| 1. Prepare for and participate  effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. | 1. Initiate and participate  effectively in a range of collaborative discussions (one- on-one, in groups, and teacher- led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own  clearly and persuasively. a. 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.  b. 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.  c. 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.  d. 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. | By the ninth grade, students will be accustomed to engaging in a  range of collaborative discussions. Students should begin to become comfortable in engaging others in these discussions. Initiation of conversations may start by asking more questions, reflecting on something that happened to the student personally, or connecting to observations and other reading experiences.  Students should produce the desired result of persuading others to accept an individual viewpoint.  To engage in effective and clear communication, students should:  • Be prepared—read and identify relevant evidence from pertinent texts and other outside readings/experiences to support a point  and actively engage in meaningful and well-reasoned conversation.  • Work collaboratively with classmates—establish fair rules for discussion and the ability to present differing opinions with civility. Students need to have an idea of what a GOOD discussion is to make those rules--provide strong examples of collegial discussions so they may model their rules after these examples.  • Keep conversation going—take smaller ideas and apply those to identify universal themes, engage less-vocal classmates in discussions through probing questions, and hold participants  accountable for justifying their ideas. |  |  |  |
| 2. Integrate and evaluate  information presented in diverse media and formats, including visually, quantitatively, and orally. | 2. Integrate multiple sources of  information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | CCSS integrates research throughout every domain. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change. Therefore, students in 9th  grade should integrate multiple and diverse sources of information. They also need to understand what a reliable source is and what makes one questionable.  Students are asked to evaluate whether the reasoning a speaker uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof. They need to pinpoint any statements that are false and judge if any of the speaker’s reasoning is misleading. Students at this grade are moving from passive listeners to active participants. |  |  |  |
| 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. | 3. Evaluate a speaker’s point of  view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |  |  |  |
| Presentation of Knowledge and Ideas | | | | | |
| 4. Present information,  findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to  task, purpose, and audience. | 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. | 9th graders should be comfortable making their writing  appropriate for purpose, audience, and task. It should be a seamless transition to communicate information and evidence as a speaker with this same focus on purpose, audience and task.  Students in the ninth grade should concentrate on using digital media in order to create an effect. Instead of just incorporating digital media to make something that is visually appealing, choices should be made with purpose – to enhance the findings and reasoning of the finished product.  Students will continue to learn to speak to a variety of audiences and adapt speech as necessary. The discussion of formal English should take place so students understand that IM (Instant Messaging), text abbreviations, and slang are inappropriate in most cases when presenting knowledge and ideas. |  |  |  |
| 5. Make strategic use of digital  media and visual displays of data to express information and enhance understanding of presentations. | 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. |  |  |  |
| 6. Adapt speech to a variety of  contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | 6. Adapt speech to a variety of  contexts and tasks, demonstrating command of formal English when indicated or appropriate. |  |  |  |

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| **Snake River High School**  **Grade 9 Language** | | | | | |
| ***College and Career Readiness Anchor Standards***  ***Language*** | ***CCSS***  ***L 1-6*** | ***Unpacking*** | ***Assessment***  How will you assess what your students ALREADY KNOW, and assess WHAT THEY’VE LEARNED? | ***Learning Activities Essential Vocabulary***  HOW will you teach it?  \*Include how you will differentiate your instruction (low, middle , high). | ***Materials / Resources***  Alignment with current adopted textbooks, and any other agreed upon resources available.  \*Included are sources determined by the English Department and the teacher. Sources include but are not limited to internet, youtube, teachertube, opensource materials, text books, or any materials that can be beneficial to teach core standards-this is not an exhaustive list. |
| Conventions of Standard English | | | | | |
| 1. Demonstrate command of  the conventions of standard English grammar and usage when writing or speaking. | 1. Demonstrate command of  the conventions of standard English grammar and usage when writing or speaking.  a. Use parallel structure.\*  b. 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. | To succeed academically and professionally, students must have a  strong command of the grammar and usage of spoken and written standard English. Many of the conventions-related standards are as appropriate to formal spoken English as they are to formal written English. Language choice is a matter of craft for both writers and speakers.  The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.  \* Parallel structure requires continual attention in higher grades as it is applied to increasingly sophisticated writing and speaking.  Also at this grade level, specific attention is given to phrases and clauses.  9th grade students should become more adept at using semicolons and colons. |  |  | *Prentice Hall Writing and Grammar*  Chapters 16-27  *Writer’s Inc.*  “Using the Right Word”  “Parts of Speech” |
| 2. Demonstrate command of  the conventions of standard English capitalization, punctuation, and spelling when writing. | 2. Demonstrate command of  the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  b. Use a colon to introduce a list or quotation. c. Spell correctly. |  |  | *Prentice Hall Writing and Grammar*  Chapters 28-31  *Writer’s Inc.*  “Marking Punctuation”  “Checking Mechanics”  Proofreader’s Guide Pgs. 487-561 |
| Knowledge of Language | | | | | |
| 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. | 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.  a. 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. | Students in the 9th grades will apply what they know about language to understand HOW language will function in various forms—*how* a student comprehends when reading and listening and *how* a student uses style when speaking.  As well, students at this level should be able to use style manuals appropriate for the writing context. |  |  | *Prentice Hall Writing and Grammar*  Chapter 12 and 22  *Writer’s Inc.*  Research Writing pgs. 263-309  Tools of Writing Pgs. 339-353 |
| Vocabulary Acquisition and Use | | | | | |
| 4. Determine or clarify the  meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | 4. Determine or clarify the  meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or  function in a sentence) as a  clue to the meaning of a word or phrase.  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a  word or determine or clarify its precise meaning, its part of speech, or its etymology.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | CCSS expect that students will grow their vocabularies through a  mix of conversations, direct instruction, and reading. Students will determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.  This will be accomplished through use of the following:  • context clues  • patterns of word changes  • dictionaries and thesauruses  Students at this level should also be able to explain their understanding of figurative language, word relationships and subtle differences in word meanings. As well, students should be able to explore words that have similar literal meanings.  Students at this level should be comfortable incorporating appropriate vocabulary into their modes of communication. They should take the initiative to accumulate vocabulary that is necessary to understand while reading, writing, speaking, and listening.  General academic words are more likely to appear in written text rather than in speech they often represent subtle or precise ways to say relatively simple things (saunter instead of walk). They are highly transferable.  Domain-specific words are specific to a domain or field of study. Because of their specificity and close ties to content knowledge, they are more common in informational texts.  (CCSS, Appendix A, p.33) |  |  | *Prentice Hall Writing and Grammar*  Chapter 22, 32, 33  *Writer’s Inc.*  Searching for Information Section pgs. 339-353  “Reading Graphics”  “Critical Reading Skills”  Improving Vocabulary Skills”  *Vocabulary for Achievement Workbook*  Root Words Website  <http://www.learnthat.org/pages/view/roots.html> |
| 5. Demonstrate understanding  of word relationships and nuances in word meanings. | 5. Demonstrate understanding  of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  b. Analyze nuances in the meaning of words with similar denotations. |  |  | *Prentice Hall Writing and Grammar*  Chapters 22, 31-33  *Writer’s Inc.*  “Improving Vocabulary Skills”  *Vocabulary for Achievement Workbook* |
| 6. Acquire and use accurately a  range of 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. | 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. |  |  | *Prentice Hall Writing and Grammar*  Chapters 22, 30-34  *Writer’s Inc.*  “Searching for Information Section” pgs. 339-353  “Speaking, Thinking, and Viewing Skills” pgs. 401-479  “Improving Vocabulary Skills”  *Vocabulary for Achievement Workbook*  *Bud’s Notetaking and study skills (English department adopted manual)* |

**Pathway To Scholarship Possible Materials and Resources**

**\*District Program** *Path to Scholarships* Workbook and CD

Eighth Edition

*Edudaris* Online

**Sections to cover in the workbook in class or online course**

Planning (Complete prep work)

Community Service (begin work hours then add each year)

Résumé (set up to add to each year)

Scholarship Essay (compose then revise each year)

Recommendation Letters (preview)

Transcripts (preview)

Test Reports (preview)

FAFSA Application (preview)

Scholarship Logs (preview)

Scholarship Applications (preview)

Core Standards Broken in the 3 Trimesters at the High School

**English 1A Course Curriculum-1st Trimester**

**Grade 9 Reading: Informational Text Possible Materials and Resources**

\*Included are sources determined by the teacher from internet, youtube, opensource materials, Khan Academy Clips, text books or any materials that can be beneficial to teach content standards-(this is not an exhaustive list).

**Summary of Core Standards**

**RI-1** Cite textual evidence supporting analysis (explicit or inferred). “The Washwoman”-Lit book

“Carry Your Own Skiis”-Lit book

“The Talk ”-Lit book

*Death Be Not Proud-* in-class memoire

**RI-2** Determine how a central idea/theme is developed and “The News”-Lit book

be able to summarize the central idea. “Silent Spring”-Lit book

“I Have A Dream”-Lit book

*Death Be Not Proud-* in-class memoire

**RI-3** Analyze how a series of ideas or events unfold and the “On Summer”-Lit book

connections between them. “Uncle Marcos”-Lit. book

“Libraries Face a Sad Chapter”-Lit. book

*Death Be Not Proud-* in-class memoire

**RI-4** Word Choice as it relates to understanding figurative “A Celebration of Grandfathers”-Lit. book

meanings, connotative meanings, and tone(formal or informal). “My English”-Lit. book

“Before Hip Hop was Hip Hop”-Lit. book

*Death Be Not Proud-* in-class memoire

**RI-5** Analyze how author’s ideas and claims are developed through “First Inaugural Address”-Lit. book

the structure of sentences, paragraphs, or larger portions “There is a Longing”-Lit. book

of text. “Glory and Hope”-Lit. book

*Death Be Not Proud-* in-class memoire

**RI-6** Determine how point of view and rhetoric is used to advance “The Giant’s House”-Lit. book

author’s purpose. “Desiderata”-Lit. book

“New Directions”-Lit. book

*Death Be Not Proud-* in-class memoire

**RI-7** Analyze various accounts told in different mediums \*from “A White House Diary”-Lit. book

\*From JFK Library

http://www.jfklibrary.org/JFK/JFK-in-History/November-22-1963-Death-of-the-President.aspx

\*video/Walter Cronkite’s announcement

https://www.youtube.com/watch?v=2K8Q3cqGs7I

**RI-8** Delineate and evaluate an argument. Identify false idebate.org for famous debates on many topics (100 top debates

Statements and fallacious reasoning (logical fallacies) http://writingcenter.unc.edu/handouts/fallacies/

**RI-9** Analyze two or more texts that address similar themes. \*“First Inaugural Address”-Lit. book \*Lincoln 1865 Inaugural address http://www.bartleby.com/124/pres32.html

**RI-10** Read/comprehend informational text at grade level Independent student practice overseenby teachers across the curriculum

through texts required as well as readings through student choice. Assigned

student nonfiction books will be part of the expectations. Students will demonstrate

comprehension of their reading choices through presentations or book reports

to be determined by individual teachers.

**Grade 9 Writing**

**Summary of Core Standards**

\*The writing standards may be integrated into the nonfiction reading section of the class. This will provide purpose, context, and topics to write from. They are however, delineated here for clarity and focus.

**Possible Materials and Resources**

\*Included are sources determined by the teacher from internet, youtube, opensource materials, Khan Academy Clips, text books or any materials that can be beneficial to teach content standards-(this is not an exhaustive list).

**W1** Write an argument to support a claim using valid reasoning *Writer’s Inc.* Text-Writing a Position Paper

(avoid using fallacies). Establish clear relationships among “Writing Expository Essays”

claims, counterclaims, reasons, and evidence. “Other Forms of Expository Writing”

“Writing Persuasive Essays”

“Other Forms of Persuasive Writing”

http://writingcenter.unc.edu/handouts/fallacies/

*Writing and Grammar* Text

Chapter 7: “Persuasion: Persuasive Essay”

Chapter 8: “Persuasion: Advertisement”  
Chapter 9: “Exposition: Compar./Contrast Essay”  
Chapter 10: “Exposition: Cause-and-Effect Essay”  
Chapter 11: “Exposition: Problem-and-Solution Essay”

**W2** Write informative/explanatory texts to examine and *Writer’s Inc*. text-

convey complex ideas and information clearly using “Writing Expository Essays”

effective selection, organization and analysis. “Other Forms of Expository Writing”

“Writing Business Letters”

“Special Forms of Workplace Writing”

*Writing and Grammar* Text

Chapter 9: “Exposition: Compar./Contrast Essay”  
Chapter 10: “Exposition: Cause-and-Effect Essay”  
Chapter 11: “Exposition: Problem-and-Solution Essay”

Chapter 15: Workplace Writing

**W3** Write narrative (real)- well chosen details, event *Writing and Grammar* Text

sequences. Chapter 1: The Writer in You  
 Chapter 4: Narration: Autobiographical Writing

**W4** Produce writing which has development, *Writer’s Inc.* Text

organization, and style appropriate to “Writing with Style”

purpose and audience. “Traits of Effective Writing”

“Writing Sentences”

“Writing Paragraphs”

*6 + 1 Trait Writing Program*

*Writing and Grammar* text

Chapter 3: Paragraphs/ Compos.- Structure and Style

**W5** Develop and strengthen writing through *Writer’s Inc*. text

the writing process (planning, editing, revising “Understanding the Writing Process” “Writing as a Process”

*Writing and Grammar* Text

Chapter 2: A Walk Through the Writing Process

**W6** Use technology, internet to produce and *Writer’s Inc*. text

publish, interact, and collaborate with others. “Writing with a Computer”

“Publishing Your Writing”

*My Big Campus or Moodle*

**W7** Conduct short or sustained research to answer *Writer’s Inc*. text

Self-generated question or solve a problem “Research”

*Writing and Grammar* Text

“Research Sources”

“Library, Internet”

**W8** Gather relevant information from multiple print *Writer’s Inc*. text

and digital sources-assess credibility and “Writing the Research Paper”

accuracy-avoid plagiarism. “Using Sources and Avoiding Plagiarism”

“MLA Documentation Style”

“Sample MLA Research Paper”

“APA Documentation Style”

*Writing and Grammar* Text

Chapter 12: “Research: Research Report”  
 *Turnitin.com*

**W9** Draw evidence from informational or literary texts Sources will come from nonfiction or

to support analysis, reflection, and research. literary texts and books determined through

student research for information relevant to

topics of self-generated questioning or problem solving research.

**W10** Write routinely over short or extended time frames- Teacher guided topics and purposes.

(reflection, research, revision-for a range of tasks, *Writing and Grammar* Text

purposes, and audiences). Writing for Assessment *Writer’s Inc*. text

Academic Writing

**Grade 9 Language**

**Summary of Core Standards**

\*The language standards may be integrated into the nonfiction writing section of the class. They are however, delineated here for clarity and focus.

**A greater focus will be made on sections that are starred \* in English 1A..**

**Possible Materials and Resources**

*Writing and Grammar* text

**L1** Demonstrate command of standard English **\***Chapter 16: Nouns and Pronouns

grammar and usage when writing/speaking.  **\***Chapter 17: Verbs

**\***Chapter 18: Adjectives and Adverbs

**\***Chapter 19: Prepos., Conjunctions, and Interjections

**\***Chapter 20: Basic Sentence Parts

Chapter 21: Phrases and Clauses

Chapter 22: Effective Sentences

Chapter 23: Verb Usage

Chapter 24: Pronoun Usage

Chapter 25: Agreement

Chapter 26: Using Modifiers

Chapter 27: Miscellaneous Problems in Usage

*Writer’s Inc*. text

Using the Right Word and **\***Parts of Speech

**L2** Demonstrate command of the conventions *Writing and Grammar* text

of standard English capitalization, punctuation Chapter 28: Capitalization

and spelling when writing. Chapter 29: Punctuation

Chapter 31: Vocabulary and Spelling

*Writer’s Inc.* text

Marking Punctuation

Checking Mechanics

**L3** Apply knowledge of language to understand *Writing and Grammar* text

how language functions in different contexts. Chapter 22: Effective Sentences

**L4** Determine or clarify meaning of unknown *Writing and Grammar* text

Words through context clues, analyze Prentice Hall reading strategies

word parts(roots)-use reference sources for help. Chapter 32: Reading Skills

Chapter 33: Study, Reference, and Test-Taking Skills

Root words website

http://www.learnthat.org/pages/view/roots.html

*Writer’s Inc*. text

Reading Graphics

Critical Reading Skills

Improving Vocabulary Skills

**L5** Demonstrate understanding of figurative *Vocabulary for Achievement Workbook*

language, word relationships, nuances, **English 1A- Lessons 1-10**

word meanings. *Writer’s Inc*. text

Improving Vocabulary Skills

*Writing and Grammar* text

Chapter 31: Vocabulary and Spelling  
Chapter 32: Reading Skills  
Chapter 33: Study, Reference, and Test-Taking Skills

**L6** Acquire and use accurately academic and *Vocabulary for Achievement Workbook (Lessons 1-10)*

domain specific words at career and *Writer’s Inc*. text

college readiness level. Improving Vocabulary Skills

*Writing and Grammar* text

Chapter 31: Vocabulary and Spelling  
Chapter 32: Reading Skills  
Chapter 33: Study, Reference, and Test-Taking Skills

**Pathway To Scholarship Possible Materials and Resources**

**\*District Program** *Path to Scholarships* Workbook and CD

Eighth Edition

*Edudaris* Online

**Sections to cover in the workbook in class or online course**

Planning (Complete prep work)

Community Service (begin work hours then add each year)

Résumé (set up to add to each year)

Scholarship Essay (compose then revise each year)

Recommendation Letters (preview)

Transcripts (preview)

Test Reports (preview)

FAFSA Application (preview)

Scholarship Logs (preview)

Scholarship Applications (preview)

**English 1B Course Curriculum-2nd Trimester**

**Grade 9 Reading: Literature**

**Possible Materials and Resources**

\*Included are sources determined by the teacher from internet, youtube, opensource materials, Khan Academy Clips, text books(particularly the short stories and plays in Literature Book) or any materials that can be beneficial to teach content standards-(this is not an exhaustive list).

**Summary of Core Standards**

**RL-1** Cite textual evidence supporting analysis (explicit or inferred). “Sonata for Harp and Bicycle”-Lit. book

“The Necklace”-Lit. book

*The Pearl-* in-class novel

*The Old Man and the Sea* – in-class novel

*Fahrenheit 451* –in-class novel

*Writing and Grammar* text

Chapter 5: Narration: Short Story  
Chapter 6: Description

*Writer’s Inc*. text

Stories and Plays

**RL-2** Determine central ideas or themes of text and be able “Rules of the Game” –Lit. book

To summarize text. “Jade Peony” –Lit. book

*The Pearl-* in-class novel

*The Old Man and the Sea* – in-class novel

*Fahrenheit 451* –in-class novel

*Writing and Grammar* text

Chapter 5: Narration: Short Story  
Chapter 6: Description

*Writer’s Inc*. text

Stories and Plays

**RL-3** Analyze complex characters as they develop over the “Secret Life of Walter Mitty” –Lit. book

course of the text. “Most Dangerous Game” –Lit book

*The Pearl-* in-class novel

*The Old Man and the Sea* – in-class novel

*Fahrenheit 451* –in-class novel

*Writing and Grammar* text

Chapter 5: Narration: Short Story  
Chapter 6: Description

*Writer’s Inc*. text

Stories and Plays

**RL-4** Determine meanings of words and phrases including “Scarlet Ibis” –Lit. book

connotative and figurative meanings- as they shape tone. “Golden Kite, Silver Wind” –Lit. book

*The Pearl-* in-class novel

*The Old Man and the Sea* – in-class novel

*Fahrenheit 451* –in-class novel

*Writing and Grammar* text

Chapter 5: Narration: Short Story  
Chapter 6: Description

*Writer’s Inc*. text

Stories and Plays

**RL-5** Analyze structure of text (chapters, scenes relate to whole) “Interlopers” –Lit. book

How pacing, parallel plots, flashbacks effect mystery, suspense. “Cask of Amontillado” –Lit. book

*The Pearl-* in-class novel

*The Old Man and the Sea* – in-class novel

*Fahrenheit 451* –in-class novel

*Writing and Grammar* text

Chapter 5: Narration: Short Story  
Chapter 6: Description

*Writer’s Inc*. text

Stories and Plays

**RL-6** Analyze how point of view shapes style, impacts cultural “Checkouts” –Lit. book

reflection in piece. “The Girl Who Can” –Lit. book

“American History” –Lit. book

*The Pearl-* in-class novel

*The Old Man and the Sea* – in-class novel

*Fahrenheit 451* –in-class novel

**RL-7** Analyze same scene or portrayal in two different mediums “Gift of the Magi” -Lit. book/film

*The Pearl-* in-class novel/film

*The Old Man and the Sea* – in-class novel

/award winning animation film done on glass plates by Russian artist Alexander Petrov (You Tube)

(RL-8 Not Applicable)

**RL-9** Analyze two or more texts addressing the same theme *Fahrenheit 451* –in-class novel

*Hunger Games*

*Writing and Grammar* text

Chapter 13: Response to Literature

*Writer’s Inc*. Text

Personal Responses to Literature

**RL-10** Read/comprehend literature text at grade level In-class as well as Independent student practice

through student choice. Assigned student fiction books/plays will be part of the expectations. Students will demonstrate comprehension of their reading choices through presentations or book reports to be determined by individual teachers.

**Grade 9 Writing**

**Possible Materials and Resources**

\*Included are sources determined by the teacher from internet, youtube, opensource materials, Khan Academy Clips, text books or any materials that can be beneficial to teach content standards-(this is not an exhaustive list).

**Summary of Core Standards**

**W-3** Write narratives to develop imagined experiences *Writing and Grammar* Text

Using effective techniques, details, Chapter 5: Narration: Short Story

Well-structured event sequence. Chapter 6: Description

*Writer’s Inc*. Text

“Personal Writing”

“Journal Writing”

“Descriptive Writing”

“Narrative Writing”

“Creative Writing”

“Stories and Plays”

**W-10** Write routinely over short or extended time frames- Teacher guided topics and purposes.

for a range of tasks, purposes and audiences. *Writing and Grammar* Text

Chapter 5: Narration: Short Story  
Chapter 6: Description

Chapter 13: Response to Literature

Chapter 5: Narration: Short Story  
Chapter 6: Description

Chapter 13: Response to Literature

*Writer’s Inc.* Text

“Journal Writing”

“Descriptive Writing”

“Narrative Writing”

“Creative writing of stories and plays”

“Personal Responses to Literature”

“Writing a Book Review”

“Writing a Literary Analysis”

**Grade 9 Language**

**Summary of Core Standards**

\*The language standards may be integrated into the nonfiction writing section of the class. They are however, delineated here for clarity and focus.

**A greater focus will be made on sections that are starred \* in English 1B.**

**Possible Materials and Resources**

*Writing and Grammar* text

**L-1** Demonstrate command of standard English Chapter 16: Nouns and Pronouns

grammar and usage when writing/speaking. Chapter 17: Verbs

Chapter 18: Adjectives and Adverbs

Chapter 19: Prepositions, Conjunc., and Interjections

Chapter 20: Basic Sentence Parts

**\***Chapter 21: Phrases and Clauses

**\***Chapter 22: Effective Sentences

**\***Chapter 23: Verb Usage

**\***Chapter 24: Pronoun Usage

**\***Chapter 25: Agreement

**\***Chapter 26: Using Modifiers

Chapter 27: Miscellaneous Problems in Usage

*Writer’s Inc*. text

Using the Right Word

Parts of Speech

**L-2** Demonstrate command of the conventions *Writing and Grammar* text

of standard English capitalization, punctuation Chapter 28: Capitalization

and spelling when writing. Chapter 29: Punctuation

Chapter 31: Vocabulary and Spelling

*Writer’s Inc.* text

Marking Punctuation

Checking Mechanics

**L-3** Apply knowledge of language to understand *Writing and Grammar* text

how language functions in different contexts. Chapter 22: Effective Sentences

**L-4** Determine or clarify meaning of unknown *Writing and Grammar* text

Words through context clues, analyze Prentice Hall reading strategies

word parts(roots)-use reference sources for help. Chapter 32: Reading Skills

Chapter 33: Study, Reference, and Test-Taking Skills

Root words website

http://www.learnthat.org/pages/view/roots.html

*Writer’s Inc*. text

Reading Graphics

Critical Reading Skills

Improving Vocabulary Skills

**L-5** Demonstrate understanding of figurative *Vocabulary for Achievement Workbook*

language, word relationships, nuances, **English 1B-Lessons 10-20**

word meanings. W*riter’s Inc*. text

Improving Vocabulary Skills

*Writing and Grammar* text

Chapter 31: Vocabulary and Spelling  
Chapter 32: Reading Skills  
Chapter 33: Study, Reference, and Test-Taking Skills

**L-6** Acquire and use accurately academic and *Vocabulary for Achievement Workbook (Lessons 10-20)*

domain specific words at career and *Writer’s Inc*. text

college readiness level. Improving Vocabulary Skills

*Writing and Grammar* text

Chapter 31: Vocabulary and Spelling  
Chapter 32: Reading Skills  
Chapter 33: Study, Reference, and Test-Taking Skills

**English 1C Course Curriculum**

**Grade 9 Reading: Literature**

**Possible Materials and Resources**

\*Included are sources determined by the teacher from internet, youtube, opensource materials, Khan Academy Clips, text books(particularly the short stories and plays in Literature Book) or any materials that can be beneficial to teach content standards-(this is not an exhaustive list).

**Summary of Core Standards**

**RL-1** Cite textual evidence supporting analysis (explicit or inferred). *The Odyssey -* Lit. book

*Romeo and Juliet* –Lit. book

Unit 4 Poetry –Lit. book

*Writing and Grammar* text

Chapter 5: Narration  
Chapter 6: Description

*Writer’s Inc*. text

Stories and Plays

**RL-2** Determine central ideas or themes of text and be able *The Odyssey* –Lit. book

To summarize text. *Romeo and Juliet* –Lit. book

Unit 4 Poetry -Lit. book

*Writing and Grammar* text

Chapter 5: Narration  
Chapter 6: Description

*Writer’s Inc*. text

Stories and Plays

**RL-3** Analyze complex characters as they develop over the *The Odyssey* –Lit. book

course of the text. *Romeo and Juliet* –Lit. book

Unit 4 Poetry –Lit. Text (dramatic/ narrative)

*Writing and Grammar* text

Chapter 5: Narration  
Chapter 6: Description

*Writer’s Inc*. text

Stories and Plays

**RL-4** Determine meanings of words and phrases including *The Odyssey*  -Lit. book

connotative and figurative meanings- as they shape tone. *Romeo and Juliet* –Lit. book

Unit 4 Poetry –Lit. book

*Writing and Grammar* text

Chapter 5: Narration  
Chapter 6: Description

*Writer’s Inc*. text-Stories and Plays

**RL-5** Analyze structure of text (chapters, scenes relate to whole) *The Odyssey* –Lit. book

How pacing, parallel plots, flashbacks effect mystery, suspense. *Romeo and Juliet* –Lit. book

*Writing and Grammar* text

Chapter 5: Narration  
Chapter 6: Description

*Writer’s Inc*. text

Stories and Plays

**RL-6** Analyze how point of view shapes style, impacts cultural *The Odyssey*- Lit. book

reflection in piece. *Romeo and Juliet* –Lit. book

Unit 4 Poetry- Lit. book

**RL-7** Analyze same scene or portrayal in two different mediums The Odyssey -Lit. book/film

*Romeo and Juliet* –Lit. book/film

RL-8 Not applicable to literature

**RL-9** Analyze two or more texts addressing the same theme *The Odyssey* –Lit. book

Ulysses

“Oh Brother Where Art Thou” –screen play

*Romeo and Juliet* –Lit. book

“Interlopers” –Lit. book

“Pyramus & Thisbe” –Lit. book

*West Side Story*- Musical Script

*Writing and Grammar* text

Chapter 13: Response to Literature

*Writer’s Inc*. Text

Personal Responses to Literature

**RL-10** Read/comprehend literature text at grade level In-class as well as Independent student practice

through student choice. Assigned student fiction

books/plays will be part of the expectations. Students will demonstrate comprehension of their reading choices through presentations or book reports to be determined by individual teachers.

**Grade 9 Writing**

**Possible Materials and Resources**

\*Included are sources determined by the teacher from internet, youtube, opensource materials, Khan Academy Clips, text books or any materials that can be beneficial to teach content standards-(this is not an exhaustive list).

**Summary of Core Standards**

**W-3** Write narratives to develop imagined experiences *Writing and Grammar* Text

Using effective techniques, details, Chapter 5: Narration

Well-structured event sequence. Chapter 6: Description

*Writer’s Inc*. Text

“Personal Writing”

“Journal Writing”

“Descriptive Writing”

“Narrative Writing”

“Creative Writing”

“Stories and Plays”

**W-10** Write routinely over short or extended time frames- Teacher guided topics and purposes.

for a range of tasks, purposes and audiences. *Writing and Grammar* Text

Chapter 5: Narration  
Chapter 6: Description

Chapter 13: Response to Literature

*Writer’s Inc.* Text

“Journal Writing”

“Descriptive Writing”

“Narrative Writing”

“Creative writing of stories and plays”

“Personal Responses to Literature”

“Writing a Book Review”

“Writing a Literary Analysis”

**Grade 9 Language**

**Summary of Core Standards**

\*The language standards may be integrated into the nonfiction writing section of the class. They are however, delineated here for clarity and focus.

**A greater focus will be made on sections that are starred \* in English 1C.**

**Possible Materials and Resources**

*Writing and Grammar* text

**L-1** Demonstrate command of standard English Chapter 16: Nouns and Pronouns

grammar and usage when writing/speaking. Chapter 17: Verbs

Chapter 18: Adjectives and Adverbs

Chapter 19: Preposit., Conjunctions, and Interjections

Chapter 20: Basic Sentence Parts

Chapter 21: Phrases and Clauses

Chapter 22: Effective Sentences

Chapter 23: Verb Usage

Chapter 24: Pronoun Usage

Chapter 25: Agreement

Chapter 26: Using Modifiers

**\***Chapter 27: Miscellaneous Problems in Usage

*Writer’s Inc*. text

**\***Using the Right Word

Parts of Speech

**L-2** Demonstrate command of the conventions *Writing and Grammar* text

of standard English capitalization, punctuation \*Chapter 28: Capitalization

and spelling when writing. \*Chapter 29: Punctuation

\*Chapter 31: Vocabulary and Spelling

*Writer’s Inc.* text

\*Marking Punctuation

\*Checking Mechanics

**L-3** Apply knowledge of language to understand *Writing and Grammar* text

how language functions in different contexts. \*Chapter 22: Effective Sentences

**L-4** Determine or clarify meaning of unknown *Writing and Grammar* text

Words through context clues, analyze \*Prentice Hall reading strategies

word parts(roots)-use reference sources for help. \*Chapter 32: Reading Skills

\*Chapter 33: Study, Reference, and Test-Taking Skills

\*Root words website

http://www.learnthat.org/pages/view/roots.html

*Writer’s Inc*. text

\*Reading Graphics

\*Critical Reading Skills

\*Improving Vocabulary Skills

**L-5** Demonstrate understanding of figurative \**Vocabulary for Achievement Workbook*

language, word relationships, nuances, **English 1C- Lessons 20-30**

word meanings. *Writer’s Inc*. text

\*Improving Vocabulary Skills

*Writing and Grammar* text

\*Chapter 31: Vocabulary and Spelling  
\*Chapter 32: Reading Skills  
\*Chapter 33: Study, Reference, and Test-Taking Skills

**L-6** Acquire and use accurately academic and *Vocabulary for Achievement Workbook (Lessons 20-30)*

domain specific words at career and *Writer’s Inc*. text

college readiness level. \*Improving Vocabulary Skills

*Writing and Grammar* text

\*Chapter 31: Vocabulary and Spelling  
\*Chapter 32: Reading Skills  
\*Chapter 33: Study, Reference, and Test-Taking Skills

\*Incorporate concepts from *Bud’s Note Taking* manual into English 1C as time allows. The English Department suggested its use as an aid for note taking skills support for students.