

## ENGLISH I HONORS CURRICULUM

**August 2014**

### **I. Course Description**

The English I Honors curriculum is designed for the academically motivated ninth grade student who has demonstrated advanced proficiency in reading comprehension and writing on a placement test. Students in this course have a proficient knowledge of the writing process and literary devices. Honors students are expected to possess independent critical thinking skills and to function at a faster pace. English I Honors is a challenging year-long course organized around the current Common Core Standards. The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading by the end of their high school career. Through reading a diverse array of classic and contemporary literature, as well as challenging informational texts in a range of subjects, students will be expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Moreover, the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence, including research writing and using evidence to support a claim, is a cornerstone of the writing standards, which is an essential element in English I. The standards also require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media. Furthermore, students will be expected to grow their vocabularies through a mix of conversations, direct instruction, and reading as well as determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases which will prepare students for real life experience at college and in Twenty-First Century careers. The main goal of this course is to promote challenging activities that foster creative ideas, literary analysis, and organizational skills through meaningful class discussions, journal prompts, and a variety of essay forms.

### **II. Outline of Course**

#### **PCTI ELA Curriculum Unit 1 Planner**

<b>Content Area:</b>	<b>English 1</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	<b>Unit 1 - Technology and Society</b>	<b>Time Frame</b>	<b>10 Weeks</b>

#### **NJSL Standard(s)**

##### **ELA-Literacy.RL**

**RL.9-10.1.** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

**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, and 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 specific effects (e.g. mystery, tension, or surprise).

**RL.9-10.6.** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the

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United States, drawing on a wide reading of world literature.

**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 work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

**RL.9-10.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

### **ELA-Literacy. RI**

**RI.9-10.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain

**RI.9-10.2.** Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

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**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 rhetorical devices to advance that point of view or purpose.

**RI.9-10.7.** Analyze various perspectives as presented in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

**RI.9-10.8.** Describe 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 reasoning.

### **ELA-Literacy. SL**

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

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

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

**SL.9-10.4.** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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**L.9-10.3.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

**L.9-10.4.** 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.

**L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**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.

### Essential Questions

- Should the government have a role in the lives of its citizens?
- How do people engage in social protest?
- Can censorship be used effectively?
- How does science/technology affect society?
- How do governments, businesses, and individuals use propaganda to their advantage?

### Anchor Text(s)

*Fahrenheit- 451* Ray Bradbury (Summer reading Assignment)

*Mythology*- Edith Hamilton: Introduction To Classical Mythology and Part One: The Gods, the Creation, and the Earliest Heroes ( Summer reading Assignment)

*Animal Farm*-George Orwell

### Informational Texts (3-5)

- “Big Read” Video interview with Ray Bradbury (22:50)
- “You Have Insulted Me: A Letter” – Kurt Vonnegut
- “Primal Screen” Essay by Ellen Goodman (Textbook pp 640 – 641)

#### Additional Supplemental Materials:

- The History Channel *Gods and Goddesses* (DVD 292.2)
- “The Book-Burning Campaign that Saved a Public Library” Article by Eric Jaffe
- “We’re living 1984 today” CNN Article by Lewis Beale with video clips
- “The Physics of Time Travel”—Brad Stone (Textbook p 51)

### Short Texts (3-5)

- *Mythology*: “Cerberus”, “Charon”, “Hercules and Antaeus”, “Piera and the Musses”, “Icarus”, “The Phoenix”
- “The Pedestrian”—Ray Radbury (Textbook pp 642-647)

#### Additional Supplemental Materials:

- “Dover Beach” by Matthew Arnold
- “The Unknown Citizen”- W.H. Auden (poem)
- “The Most Dangerous Game”—Richard Connell (Textbook pp 52-77)
- “Sound of Thunder”—Ray Radbury (Textbook pp 32-50 )

### Writing

#### Skills

- The Writing Process (plan, draft, revise, edit, publish)

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- Methods of organizing an essay in response to literature, including developing clear topics sentences and providing transitions between paragraphs and details.
- Thesis Statements
- Scoring Rubric (PARCC)
- Research: MLA Format, In-text citations
- Methods of persuasion (Ethos, Pathos, Logos)
- Types of Formal Writing
- **Argument:** Consider Goodman's "Primal Screen" and Bradbury's "The Pedestrian." Compare and contrast these works as examples of social criticism, identifying each writer's message and the techniques used to convey it.
- **Informative/Explanatory:** What do the texts say about loss of faith and ignorance
- **Narrative:** Write a narrative about a challenging experience that taught you a lesson.

### Vocabulary

- Related academic vocabulary (Textbook Resource Manager)
- Vocabulary from anchor texts
- *Sadlier-Oxford Vocabulary Workshop*, LEVEL D Units 1, 2, and 3

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### Writing and Grammar Focus:

#### Sentence Sense

- Parts of Speech (*Language Network*, Chapter 1)
  - Verbs
  - Nouns
  - Pronouns
  - Adjectives
  - Adverbs
  - Prepositions, Conjunctions, and Interjections

#### Word Choice (*Write Source* pp.532-548)

- Using nouns- specific nouns/appositives
- Using pronouns - point of view
- Using verbs - show instead of tell
- Using adjectives - objective/subjective
- Using adverbs - answering questions
- Using prepositions - create action/mood
- Using subordinating conjunctions- time, cause and effect, and logical order
- Plurals/Possessives
- Tense

### Resources

- McDougal Littell *The Language of Literature* (Textbook)
- ClassZone online textbook
- Blackboard
- SafeAssign
- My Access
- Microsoft Word or similar word processing software
- Microsoft PowerPoint or similar electronic slide show production software
- Online Library Catalog (OPAC)
- Online Library Databases
- Online Texts
- Online Audio Texts
- Google Docs

## PCTI ELA Curriculum Unit 2 Planner

<b>Content Area:</b>	<b>English 1</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	<b>Unit 2 - Societal Pressures, Norms, and Identity</b>	<b>Time Frame</b>	<b>10 Weeks</b>

### NJSL Standard(s)

#### **ELA-Literacy. W**

**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.9-10.2.** 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.9-10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**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, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.9-10.6.** Use technology, including the Internet, to produce, share, 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.9-10.8.** 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 (MLA or APA Style Manuals).

**W.9-10.9.** Draw evidence from literary or nonfiction 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.

#### **ELA-Literacy. RL**

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**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.

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

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**RL.9-10.6.** 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.

**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 work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

**RL.9-10.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

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#### **ELA-Literacy. SL**

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

**SL.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively,

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qualitatively, orally) evaluating the credibility and accuracy of each source.

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

**SL.9-10.4.** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

### **ELA-Literacy. L.9-10**

**L.9-10.3.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

**L.9-10.4.** 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.

**L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**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.

### **Essential Questions**

- What consequences can be found when society punishes citizens using the jury system?
- What is the difference between moral and physical courage?
- Why is it so difficult for people to stand up and do what is right?
- Is it possible for one person to make a difference?
- Is conflict necessary?

### **Anchor Text(s)**

- *To Kill a Mockingbird* – Harper Lee
- *A Lesson Before Dying* – Ernest Gaines

### **Informational Texts (3-5)**

- “Growing up a Lady”
- “Meet Harper Lee”
- “Growing up in The Great Depression”
- “Jim Crow Laws”
- “Scottsboro Trial”
- “Big Read” Video interview with Ernest Gaines (28:54)
- “Sharecropping”
- “The Pre-Civil Rights South”
- “Jackie Robinson and Joe Louis”
- from *Black Boy* “The Rights to the Streets of Memphis” – Richard Wright (Textbook p. 110-119 )

### **Additional Supplemental Materials:**

- *To Kill a Mockingbird: In Context* ( DVD 813.54 LEE TOK)
- “I Have a Dream” – Martin Luther King, Jr. (Textbook pp. 600- 609)
- “Glory and Hope” – Nelson Mandela

### **Short Texts (3-5)**

- “Courage” - Anne Sexton (poem)
- “If” - Rudyard Kipling (poem)

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<ul style="list-style-type: none"> <li>• Atticus' closing argument from <i>To Kill a Mockingbird</i></li> </ul> <p><u>Additional Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>• “Strange Fruit” Song by Lewis Allan</li> <li>• “The Hypocrisy of American Slavery” - Fredrick Douglass speech</li> <li>• Clips from <i>To Kill a Mockingbird</i> (1962), <i>A Lesson Before Dying</i> (1999)</li> </ul>			

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### Suggested Writing Assessments

#### Skills

- The Writing Process (plan, draft, revise, edit)
- Parts of an Essay
- Thesis Statement
- Scoring Rubric (PARCC)
- Research: MLA Format, In-text citations
- Methods of persuasion
- Types of Formal Writing
- **Argument:** Discusses the issue of the Death Penalty; take a stand one way or the other.
- **Informative/Explanatory:** Write an essay which analyzes how given texts address the role of conflict.
- **Narrative:** Point of View – Trial.

### Vocabulary

- Fiction and nonfiction related academic vocabulary (Textbook Resource Manager)
- Vocabulary from anchor texts
- *Sadlier-Oxford Vocabulary Workshop*, LEVEL D Units 4, 5, and 6

### Writing and Grammar Focus

#### Sentence Sense

- Types of Sentences
  - Declarative, Interrogative, Exclamatory, and Imperative
  - Simple, Compound, and Complex
- The Parts of a Sentence - subject, predicate, complement (*Language Network*, Chapter 2)
- Sentence Problems
  - Writing Complete Sentences - sentence fragments and run-on sentences (*Language Network*, Chapter 5)

#### Mechanics

- Punctuation (*Language Network*, Chapter 11 )
  - End Punctuation
  - Periods
  - Commas
  - Semicolons and Colons
  - Quotation Marks, Italics, and Underlining

### Resources

- McDougal Littell *The Language of Literature* (Textbook)
- ClassZone online textbook
- Blackboard
- SafeAssign
- My Access
- Microsoft Word or similar word processing software
- Microsoft PowerPoint or similar electronic slide show production software
- Online Library Catalog (OPAC)
- Online Library Databases
- Online Texts
- Online Audio Texts
- Google Docs

## PCTI ELA Curriculum Unit 3 Planner

<b>Content Area:</b>	English 1	<b>Grade(s)</b>	9
<b>Unit Plan Title:</b>	Unit 3 - Journey, Destinations and, Obstacles	<b>Time Frame</b>	10 Weeks
<b>NJSL Standard(s)</b>			
<b>ELA-Literacy. W</b>			
<p><b>W.9-10.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.9-10.2.</b> 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.</p> <p><b>W.9-10.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>W.9-10.4.</b> 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.)</p> <p><b>W.9-10.5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>W.9-10.6.</b> Use technology, including the Internet, to produce, share, 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.</p> <p><b>W.9-10.7.</b> 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.</p> <p><b>W.9-10.8.</b> 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 (MLA or APA Style Manuals).</p> <p><b>W.9-10.9.</b> Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p><b>W.9-10.10.</b> 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.</p>			
<b>ELA-Literacy. RL</b>			
<p><b>RL.9-10.1.</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>RL.9-10.2.</b> 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, and provide an objective summary of the text.</p> <p><b>RL.9-10.3.</b> 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.</p> <p><b>RL.9-10.4.</b> 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</p>			

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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 specific effects (e.g. mystery, tension, or surprise).

**RL.9-10.6.** 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.

**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 work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

**RL.9-10.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

#### **ELA-Literacy. RI**

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**RI.9-10.8.** Describe 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 reasoning.

#### **ELA-Literacy. SL**

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

**SL.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively,

<b>Content Area:</b>	<b>English 1</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	<b>Unit 3 - Journey, Destinations and, Obstacles</b>	<b>Time Frame</b>	<b>10 Weeks</b>
qualitatively, orally) evaluating the credibility and accuracy of each source.			
<b>SL.9-10.3.</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence			
<b>SL.9-10.4.</b> Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.			
<b>ELA-Literacy. L.9-10</b>			
<b>L.9-10.3.</b> Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.			
<b>L.9-10.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.			
<b>L.9-10.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
<b>L.9-10.6.</b> 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.			
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>• Which is more important: the journey or the destination?</li> <li>• What is the purpose of “the hero” in literature and culture?</li> <li>• What is a hero (characteristics)?</li> <li>• How does a journey change one’s perspective?</li> <li>• What characteristics cause a person to persevere or relent?</li> </ul>			
<b>Anchor Text</b>			
<ul style="list-style-type: none"> <li>• <i>The Odyssey</i> – Homer</li> <li>• <i>Mythology</i> “PART THREE: The Great Heroes before the Trojan War”, “PART FOUR: The Heroes of the Trojan War”, and “PART SIX: The Less Important Myths” - Edith Hamilton</li> </ul>			
<b>Informational Texts (3-5)</b>			
<ul style="list-style-type: none"> <li>• “Homer’s World” – (pg. 1088-1093)</li> <li>• “The Epic” – (pg. 1094-1101)</li> <li>• The History Channel “Clash of the Gods-Zeus” (DVD 291.1)</li> <li>• “The Hero’s Journey” Video (7:38)</li> <li>• <u>Additional Supplemental Materials:</u></li> <li>• Helen Keller’s speech at 1925 International Convention (June 30, 1925)</li> <li>• Elie Wiesel’s speech - “Hope, Despair, and Memory”</li> <li>• “Testimony before the Senate” - Michael J. Fox (speech to Congress) (Textbook pp 610-616)</li> </ul>			
<b>Short Texts (3-5)</b>			
<ul style="list-style-type: none"> <li>• “Ithaka” – C.P. Cavafy (poem)</li> <li>• “Penelope” – Dorothy Parker (poem) (Textbook p 1166)</li> <li>• “Siren Song” - Margaret Atwood (poem)</li> <li>• “Calypso” – Suzanne Vega (poem)</li> </ul> <p><u>Additional Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>• “Oh Brother Where Art Thou” (film clips)</li> <li>• The Odyssey (film clips)</li> </ul>			

<b>Content Area:</b>	<b>English 1</b>	<b>Grade(s)</b>	<b>9</b>			
<b>Unit Plan Title:</b>	<b>Unit 3 - Journey, Destinations and, Obstacles</b>	<b>Time Frame</b>	<b>10 Weeks</b>			
<ul style="list-style-type: none"> <li>“The Cyclops in the Ocean” - Nikki Giovanni (poem)</li> <li>“Penelope to Ulysses” - Meredith Schwartz (poem)</li> </ul>						
<b>Suggested Writing Assessments</b>						
<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>The Writing Process (plan, draft, revise, edit)</li> <li>Parts of an Essay</li> <li>Thesis Statement</li> <li>Scoring Rubric (PARCC)</li> <li>Research: MLA Format, In-text citations</li> </ul> <p><u>Types of Formal Writing</u></p> <ul style="list-style-type: none"> <li><b>Argument:</b> Is Odysseus someone who would be admired by young people today?</li> <li><b>Informative/Explanatory:</b> What is more important, the journey or the destination?</li> <li><b>Narrative:</b> What do you think Penelope’s hopes for the future might be after Odysseus’ homecoming?</li> </ul>						
<b>Vocabulary</b>						
<ul style="list-style-type: none"> <li>Related academic vocabulary (Textbook Resource Manager)</li> <li>Vocabulary from anchor texts</li> <li><i>Sadlier-Oxford Vocabulary Workshop</i>, LEVEL D Units 7, 8, and 9</li> </ul>						
<b>Writing and Grammar Focus:</b>						
<b>Sentence Sense</b>	<b>Mechanics</b>					
<ul style="list-style-type: none"> <li>Sentence Problems <ul style="list-style-type: none"> <li>Agreement - subject and verb, pronoun and antecedent (<i>Language Network</i>, Chapters 7 and 8)</li> <li>Pronoun reference (<i>Language Network</i>, Chapter 8)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Capitalization (<i>Language Network</i>, Chapter 10) <ul style="list-style-type: none"> <li>Common/proper nouns</li> <li>First words</li> <li>Sentences in Parentheses</li> <li>Sections of the Country</li> <li>Titles</li> </ul> </li> <li>Abbreviations</li> <li>Numbers- numerals or words</li> </ul>					
<b>Resources</b>						
<ul style="list-style-type: none"> <li>McDougal Littell <i>The Language of Literature</i> (Textbook)</li> <li>ClassZone online textbook</li> <li>Blackboard</li> <li>SafeAssign</li> <li>My Access</li> <li>Microsoft Word or similar word processing software</li> <li>Microsoft PowerPoint or similar electronic slide show production software</li> <li>Online Library Catalog (OPAC)</li> <li>Online Library Databases</li> <li>Online Texts</li> <li>Online Audio Texts</li> <li>Google Docs</li> </ul>						

## PCTI ELA Curriculum Unit 4 Planner

<b>Content Area:</b>	English 1	<b>Grade(s)</b>	9
<b>Unit Plan Title:</b>	Unit 4 - Communication, Misunderstandings and Consequences	<b>Time Frame</b>	10 Weeks
<b>NJSL Standard(s)</b>			
<b>ELA-Literacy. W</b>			
<p><b>W.9-10.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.9-10.2.</b> 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.</p> <p><b>W.9-10.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>W.9-10.4.</b> 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.)</p> <p><b>W.9-10.5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>W.9-10.6.</b> Use technology, including the Internet, to produce, share, 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.</p> <p><b>W.9-10.7.</b> 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.</p> <p><b>W.9-10.8.</b> 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 (MLA or APA Style Manuals).</p> <p><b>W.9-10.9.</b> Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p><b>W.9-10.10.</b> 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.</p>			
<b>ELA-Literacy. RL</b>			
<p><b>RL.9-10.1.</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>RL.9-10.2.</b> 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, and provide an objective summary of the text.</p> <p><b>RL.9-10.3.</b> 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.</p> <p><b>RL.9-10.4.</b> 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</p>			

<b>Content Area:</b>	<b>English 1</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	<b>Unit 4 - Communication, Misunderstandings and Consequences</b>	<b>Time Frame</b>	<b>10 Weeks</b>

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 specific effects (e.g. mystery, tension, or surprise).

**RL.9-10.6.** 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.

**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 work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

**RL.9-10.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

#### **ELA-Literacy. RI**

**RI.9-10.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain

**RI.9-10.2.** Determine a central idea of a text and analyze how it is developed 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.9-10.4.** 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 rhetorical devices to advance that point of view or purpose.

**RI.9-10.7.** Analyze various perspectives as presented 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.** Describe 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 reasoning.

#### **ELA-Literacy. SL**

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

<b>Content Area:</b>	<b>English 1</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	<b>Unit 4 - Communication, Misunderstandings and Consequences</b>	<b>Time Frame</b>	<b>10 Weeks</b>

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

**SL.9-10.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence

**SL.9-10.4.** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

### **ELA-Literacy. L.9-10**

**L.9-10.3.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

**L.9-10.4.** 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.

**L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**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.

### **Essential Questions**

- How do choices in life affect our families, friends, and communities?
- What qualities and skills are needed for effective communication?
- What are the positive and negative consequences of misunderstanding and unresolved conflict?
- Does the drive for revenge always lead to destruction?
- What types of ideas are the most influential—religious, political, social?
- To what extent should parents try to shape the beliefs of their children?
- Do gangs lead to teenage violence?

### **Anchor Text**

- *Romeo and Juliet* — William Shakespeare
- *The Chosen* – Chaim Potok

### **Informational Texts (3-5)**

- “Shakespeare’s World” – (pg. 926-929)
- “Shakespearean Drama” – (pg. 930 – 937)
- *Standard Deviants: Shakespeare tragedies: Origins & Style* (822.33S SHA)
- “Meet Chaim Potok”

### Additional Supplemental Materials:

- Cerchi and Donati Feud—article
- “Are Teenage Brains Really Different from Adult Brains?”—Molly Edmonds (How Stuff Works—Discovery)
- “Romeo and Juliet in Bosnia” – Bob Herbert
- “New African” - Andrea Lee
- “Two Kinds” – Amy Tan (Textbook pp 474 – 485)

### **Short Texts (3-5)**

- Edith Hamilton’s Mythology “PART TWO: Stories of Love and Adventure

<b>Content Area:</b>	<b>English 1</b>	<b>Grade(s)</b>	<b>9</b>
<b>Unit Plan Title:</b>	<b>Unit 4 - Communication, Misunderstandings and Consequences</b>	<b>Time Frame</b>	<b>10 Weeks</b>
<ul style="list-style-type: none"> <li>• Sonnet 18 (“Shall I Compare”) – William Shakespeare</li> <li>• Sonnet 130 – William Shakespeare</li> </ul> <p><u>Additional Supplemental Materials:</u></p> <ul style="list-style-type: none"> <li>• Balcony Scenes – Ballet, <i>West Side Story</i></li> <li>• Clips from <i>Romeo and Juliet</i> (1968), <i>Romeo + Juliet</i> (1996)</li> <li>• “The Necklace”—Guy de Maupassant (Textbook p 206)</li> <li>• “The Gift of the Magi”—O. Henry (Textbook p. 94)</li> <li>• “The Possibility of Evil”—Shirley Jackson</li> </ul>			
<b>Suggested Writing Assessments</b>			
<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• The Writing Process (plan, draft, revise, edit)</li> <li>• Parts of an Essay</li> <li>• Thesis Statement</li> <li>• Scoring Rubric (PARCC)</li> <li>• Research: MLA Format, In-text citations</li> </ul> <p><u>Types of Formal Writing</u></p> <ul style="list-style-type: none"> <li>• <b>Argument:</b> Who is to blame for all that happened in this tragedy?</li> <li>• <b>Informative/Explanatory:</b> How does Shakespeare portray both love and hate as causes of violence in Romeo and Juliet?</li> <li>• <b>Narrative:</b> At the end of Act I, scene ii write a journal entry from the point of view of Romeo.</li> </ul>			
<b>Vocabulary</b>			
<ul style="list-style-type: none"> <li>• Related academic vocabulary (Textbook Resource Manager)</li> <li>• Vocabulary from anchor texts</li> <li>• <i>Sadlier-Oxford Vocabulary Workshop</i>, LEVEL D Units 10, 11, and 12</li> </ul>			
<b>Writing and Grammar Focus</b>			
<p><b>Sentence Style/Variety</b></p> <ul style="list-style-type: none"> <li>• Parallel construction (<i>Write Source</i> p.550)</li> <li>• Expanding/Combining sentences (<i>Write Source</i> pp.551-556) <ul style="list-style-type: none"> <li>◦ The Phrase- prepositional and appositive phrases (<i>Language Network</i>, Chapter 3)</li> <li>◦ The Clause - independent and subordinate clauses (<i>Language Network</i>, Chapter 4)</li> </ul> </li> <li>• Sentence Problems (<i>Language Network</i>, Chapter 9 and <i>Write Source</i> p.559) <ul style="list-style-type: none"> <li>◦ Misplaced modifiers</li> <li>◦ Dangling modifiers</li> </ul> </li> </ul>			
<b>Resources</b>			
<ul style="list-style-type: none"> <li>• McDougal Littell <i>The Language of Literature</i> (Textbook)</li> <li>• ClassZone online textbook</li> <li>• Blackboard</li> <li>• SafeAssign</li> <li>• My Access</li> <li>• Microsoft Word or similar word processing software</li> <li>• Microsoft PowerPoint or similar electronic slide show production software</li> <li>• Online Library Catalog (OPAC)</li> <li>• Online Library Databases</li> <li>• Online Texts</li> <li>• Online Audio Texts</li> <li>• Google Docs</li> </ul>			

## **Methods of Student Evaluation (including assessment and evaluation)**

*Assessment* - Assessment can be divided into two general categories - formal (graded) and informal/classroom-based (ungraded). The key to effectively assessing your students' mastery of skills is to match the assessment method to the learning objectives.

Some of the more common types of formal assessments include:

- Multiple-choice
- Open-Ended
- Essays
- Short-answer or problem-solving exam
- Research Simulated Tasks
- Oral Presentations
- Speech and Debate
- Comprehensive portfolios
- PARCC style benchmark tests
- Project based assessments

Some of the more common types of informal assessments include, *but are not limited to*:

- "Minute Essays" - at the end of a class/unit, students take 5 minutes to write about what they have learned, and how it relates to a learning objective
- "Peer Teaching" - after a short lecture about a new concept, have students work in pairs and explain that concept to each other
- "Question Time" - students are given an index card and asked to record two questions they have about the material covered in lecture that day/week. Allow time in the next class period to respond to some of the more common questions
- Exit Slips
- White board student choral response
- Journal Writing
- "5 Minute Quiz" - at the beginning of class, give students one or two questions over material covered in the previous class session. Discuss answers and do a show of hands to see how many understand the concepts.
- Quick write prompts based on essential questions
- BlackBoard®
- Power Point, Prezi, Popplet, Glogsters, Blogs, Wikis...and any additional multi-media presentation options available

### *Evaluation*

During each marking period in ninth grade, a combination of the following methods will be used to evaluate each student's performance.

- Class participation
- Cooperative learning activities
- Informative/Explanatory writing
- Argument writing
- Narrative writing
- Homework and class work assignments
- Journal writing
- Analysis and interpretation of selected readings

- Research Simulated Tasks
- Quizzes
- Reports and presentations
- Unit and benchmark tests
- Various speaking and listening assessments
- Participation in online discussions
- Demonstration of close reading

#### **IV. Instructional Strategies Based on Instructional Goals (Applying Universal Design for Learning)**

Instructional Strategies commonly utilized in English I:

- Provide multiple means of representation, action & expression and engagement
- Promote self-regulation techniques
- Maps, photos, graphs and other visuals
- Engaging in discussion (whole class/small group)
- Reading silently and aloud
- Listening and speaking activities
- Role playing
- Watching and responding to media
- Brainstorming (think-aloud/written)
- Listing
- Mapping
- Free writing
- Revising and editing
- Participating in small and large groups activities
- Researching to make connections to texts and classroom discussions
- Learning centers
- Collaborative projects
- Answering questions (oral/written)
- Summarizing
- Debating
- Analyzing texts, discussions, etc.
- Paraphrasing
- Peer teaching
- Conferring/Conferencing
- Interviewing (topic specific questioning/collecting data/creating questions that will get the desired response)
- Competing in teams/debating about controversial topics and literary analysis
- Playing games
- Creating games
- Note taking/note making
- Drafting/writing

**Learning Styles-** There are three main types of learning styles: auditory, visual, and kinesthetic. Most people learn best through a combination of the three types of learning styles, but every student is different. In order to accommodate different learning styles among students, various types of classroom activities will be utilized throughout English 1 course of study. Optimal teaching approaches will include a variety of methods; the methods will vary from day to day and may be individual or collaborative efforts.

**Project Based Learning (Alternate Assessment)** - collection of media activities that will enable teachers to teach their students how to use the Internet responsibly, how to think critically, as well as how to recognize different writing styles

\* Additional information can be found through the National Center on Universal Design for Learning and The Iris Center (Peabody-Vanderbilt)

## V. Scope and Sequence

### English Language Arts Grade 9

<b>SKILLS TO BE LEARNED</b>	<b>I = Introduce D = Develop in depth R = Reinforce M = Master</b>
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. (CCSS.ELA-Literacy.CCRA.R.1)	IDR
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCSS.ELA-Literacy.CCRA.R.2)	IDR
Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (CCSS.ELA-Literacy.CCRA.R.3)	ID
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. (CCSS.ELA-Literacy.CCRA.R.4)	I
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. (CCSS.ELA-Literacy.CCRA.R.5)	ID
Assess how point of view or purpose shapes the content and style of a text. (CCSS.ELA-Literacy.CCRA.R.6)	I
Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. (CCSS.ELA-Literacy.CCRA.R.7)	I
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. (CCSS.ELA-Literacy.CCRA.R.8)	ID

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (CCSS.ELA-Literacy.CCRA.R.9)	ID _____
Read and comprehend complex literary and informational texts independently and proficiently.( CCSS.ELA-Literacy.CCRA.R.10)	DR _____
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.CCRA.W.1)	IDR _____
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS.ELA-Literacy.CCRA.W.2)	DR _____
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS.ELA-Literacy.CCRA.W.3)	ID _____
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.CCRA.W.4)	IDR _____
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS.ELA-Literacy.CCRA.W.5)	DR _____
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (CCSS.ELA-Literacy.CCRA.W.6)	IDR _____
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (CCSS.ELA-Literacy.CCRA.W.7)	ID _____
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (CCSS.ELA-Literacy.CCRA.W.8)	ID _____
Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-Literacy.CCRA.W.9)	ID _____
Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (CCSS.ELA-Literacy.CCRA.W.10)	ID _____
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. (CCSS.ELA-Literacy.CCRA.SL.1)	ID _____
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS.ELA-Literacy.CCRA.SL.2)	ID _____
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (CCSS.ELA-Literacy.CCRA.SL.3)	ID _____

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. (CCSS.ELA-Literacy.CCRA.SL.4)	ID _____
Strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (CCSS.ELA-Literacy.CCRA.SL.5)	DR _____
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (CCSS.ELA-Literacy.CCRA.SL.6)	I _____
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-Literacy.CCRA.L.1)	DR _____
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-Literacy.CCRA.L.2)	DR _____
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. (CCSS.ELA-Literacy.CCRA.L.3)	I _____
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. (CCSS.ELA-Literacy.CCRA.L.4)	DR _____
Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS.ELA-Literacy.CCRA.L.5)	DR _____
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. (CCSS.ELA-Literacy.CCRA.L.6)	ID _____

## **VI. English I Honors Student Proficiencies Handout**

### **COURSE DESCRIPTION**

The English I Honors curriculum is designed for the academically motivated ninth grade student who has demonstrated advanced proficiency in reading comprehension and writing on a placement test. Students in this course have a proficient knowledge of the writing process and literary devices. Honors students are expected to possess independent critical thinking skills and to function at a faster pace. English I Honors is a challenging year-long course organized around the current Common Core Standards. The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading by the end of their high school career. Through reading a diverse array of classic and contemporary literature, as well as challenging informational

texts in a range of subjects, students will be expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Moreover, the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence, including research writing and using evidence to support a claim, is a cornerstone of the writing standards, which is an essential element in English I. The standards also require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media. Furthermore, students will be expected to grow their vocabularies through a mix of conversations, direct instruction, and reading as well as determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases which will prepare students for real life experience at college and in Twenty-First Century careers. The main goal of this course is to promote challenging activities that foster creative ideas, literary analysis, and organizational skills through meaningful class discussions, journal prompts, and a variety of essay forms.

## **PROFICIENCIES**

1. Students will be provided vocabulary in context, as well as vocabulary pertinent to the SAT, to enhance and reinforce their comprehension. (ALL)
2. Students will use reading strategies to decode unknown words, read increasingly difficult texts with comprehension, clarity, and fluency. (L)
3. Students will recognize major literary genres and their respective elements. (RL)
4. Students will infer a character's traits, motives and functions in a given selection and interpret literary devices and figurative language. (RL)
5. Students will identify, evaluate, and break down meanings of literary elements, tone, mood, signs and symbols. (L)
6. Students will read a variety of nonfiction books, fiction books, reference materials, print forms, and technological forums to produce evidence of understanding with critical thinking. (RL/RI)
7. Students will be able to identify and use common textual, graphic features and organizational structures to comprehend information. (RL/RI)
8. Students will practice strategies for improving comprehension. (RI, RL)
9. Students will read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading comprehension with critical thinking. (SL, W, RI/RL)
10. Students will analyze the author's purpose and evaluate the how it reflects the historical period. (RL/RI)
11. Students will distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present. (RL/RI, W)
12. Students will become familiar with and employ a thesis statement in appropriate writing experiences. (W)
13. Students will engage in the full writing process (with and without technology) by writing daily and for sustained amounts of time; including to compose, revise, edit, publish, and with correct spelling, usage, clarity, and fluency with and without rubrics. (W, L)
14. Student will write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper, with thesis statements and developed ideas with strong closure with and without rubrics. (W)
15. Students will write personal narratives, short stories, memoirs, poetry, persuasive and expository text that relate clear, coherent, events or situations through the use of specific details. (W)
16. Students will demonstrate writing clarity and supportive evidence when answering open-ended and essay questions across the curriculum with and without a rubric. (W)
17. Students will reflect on own writing and establish goals for growth and improvement with an ongoing portfolio. (W)
18. Students will use correct capitalization and punctuation, including abbreviations, commas, etc. in all writing. (W, L)
19. The student will edit common usage problems such as; pronoun agreement and modifiers in writing assignments. (W, L)
20. Students will compose a variety of sentence types correctly. (W, L)
21. Students will apply multiple research sources to locate information relevant to research questions. (RI, W)
22. Students will collaborate by sharing ideas, examples and insights productively and respectfully in informal discussion/conversation. (ALL)
23. Students will utilize appropriate multi-media technology in order to give oral presentations of various lengths and types. (ALL)
24. Student will listen to summarize, make judgments, and evaluate what they hear while asking pertinent questions, taking notes, and drawing conclusions based on the information presented. (SL)

## **THESE PROFICIENCIES MEET OR EXCEED THE 2014 COMMON CORE STATE STANDARDS (CCSS) FOR ENGLISH LANGUAGE ARTS (ELA)**

**KEY:**

RI = Reading Informational Text

W = Writing

L = Language

SL = Speaking/Listening

RL = Reading Literature

ALL = RI, RL, SL, L, W