

**English Standards**

**English 9**

**Course Overview:** In English 9 students will be starting the year with a look at racism in America through the book *To Kill a Mockingbird.* After students are done with that they will transition to impromptu speaking in order to practice getting comfortable speaking in front of others. They will then head into writing a persuasive paper on a topic of their choice. By this time Christmas will be rolling around and the freshman will be working on Poetry included reading and recording their own poems. After Christmas they will begin a WW2 unit where they get to look at both sides of the war from the stories of *Night* and *Unbroken*. When that is done, they will be working on a research paper about a topic relating to something that has been read this year. We will transition into old English by reading *Romeo and Juliet,* and end the year exploring short stories from many different eras.

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**Bold standards are essential standards that all students will learn as they complete the course.**

**Unit 1: To Kill a Mockingbird (40 days)**

**Description:** Students will read this classic novel and explore themes about racial prejudice, coming of age and social injustice. They will also talk about how race is still in society today. From this discussion, they will be able to draw conclusions on if race is a problem in their communities, state, country and world. They will also learn vocabulary.

**Standards**

1. **The students will evaluate the text in order to analyze the characters: Scout, Jem, Atticus, Calpurnia, Tom Robinson, Miss Maudie, Dill, Mrs. Dubose, Boo Radley, Judge Taylor, Heck Tate, Reverend Sykes, and the Ewells. (RL.9-10.1, RL.9-10.2, RL.9-10.3)**
2. The students will respond in writing to chapter comprehension questions from To Kill a Mockingbird. (RL.9-10.3)
3. The students will analyze the author’s point of view, use of dialogue and choices concerning how to structure a text. (RL.9-10.5, RL.9-10.6)
4. The students will incorporate various skills to determine ACT vocabulary word meanings, including a PowerPoint presentation: dictum, indigenous, diminutive, caricature, benevolence, profane, irascible, fractious, ingenuous, fanatic, innate, impudent, tentative, predilection, domicile, guileless, ingenious, furtive, tentative, predilection, acquiesce, elucidate, infallible, frivolous, formidable, ominous, oblique, articulate, melancholy, palliate, begrudge, and oblivious. (L.9-10.4, L.9-10.5, SL.9-10.5)
5. **The students will compose a summary of chapter eight from another character’s perspective, (Formal Writing)**
6. The students will connect the use of symbols and images to the themes in the novel. (RL.9-10.1)
7. The students will analyze the movie version of the novel to evaluate how it interprets and/or modifies the text. (RL.9-10.7, RI.9-10.7)

**Unit 2: Impromptu Speeches (10 days)**

**Description**: Students will be choosing topic and working on their public speaking skills in order to get comfortable talking in front of an audience. These topics will be quotes, general and specific topics and a variety of present and past events.

**Standards:**

1. **Students will present information, findings, and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task. (SL.9-10.4)**
2. **Students will adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.9-10.6)**
3. Students will demonstrate command of the conventions on Standard English grammar and usage when speaking. (L.9-10.1)
4. **Students will evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (SL.9-10.3)**

**Unit 3: Persuasive Paper (20 days)**

**Description:** The students will be writing a persuasive paper on a topic of their choice concerning a social issue. They will be doing research and practicing the MLA citation format. They will also be constructing an outline for approval before starting their paper.

**Standards**:

1. The students will cite evidence (through note-taking) of how information within a text supports their topic choices. (RI.9-10.1, RI.9-10.2)
2. **The students will compile information from three to four sources and assess the usefulness of each in maintaining the flow of ideas. (RI.9-10.7, W.9-10.8, Formal Writing)**
3. **The students will compose a thesis statement which can be supported by their research. (W.9-10.2)**
4. **The students will generate an outline or idea map in order to organize their research and paper while providing topic sentences and focus for paragraph building. (W.9-10.2)**
5. **The students will introduce a topic, organize ideas, support, and defend their thesis statements with details, quotations, and transitions. (W9-10.2, Formal Writing)**
6. **The students will produce and edit work so it conforms to the guidelines in the MLA Handbook: title page, outline, in-text citations, and works cited page. (Formal Writing)**
7. **The students will review the elements of grammar, punctuation, usage and capitalization. (Formal Writing)**

**Unit 4: Poetry (20 Days)**

**Description:** The students will read a variety of poems form classics to modern day poetry. They will also be choosing a poem to record and save/print via QR code. They will also be creating their own poems that follow the structure of a famous Christmas poem: “Twas the Night before Christmas”. They will also be looking, identifying and explaining the poetic devices that are used throughout this unit.

**Standards**:

1. Students will cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1)
2. **Students will determine what the central idea or theme of a text and analyze in detail its development over the course of the text. (RL.9-10.2)**
3. **Students will determine the meaning of words and phrases as they are used in the text, including figurative language and connotative meanings. (RL.9-10.4)**
4. Students will analyze how an author’s choices concerning how to structure a text, order of events, and manipulate time create such effects as mystery, tension, or surprise. (RL.9-10.5)
5. Students will create their own poems to match the style of another (**Formal Writing)**
6. Students will present a poem of their choice to the class by integrating multiple types of media. Students will also listen to poems that are spoken, recorded and silently read to determine the different takes on the text (SL.9-10.2, RL.9-10.10)

**Unit 5: WW II Unit (40 days)**

**Description:** The students will read two WWII non-fiction novels: *Night,* by Elie Wiesel, and *Unbroken*, by Laura Hillenbrand.

**Standards**:

1. The students will research author information on Wiesel and Hillenbrand to understand the process by which the non-fiction works were composed. (RI.9-10.1-9)

2. The students will learn relevant vocabulary words in order to understand the content of each novel. (L.9-10.4)

3. The students will acquire and use academic and domain-specific words and phrases. (L.9-10.3)

**4. The students will respond to comprehension questions using correct use of Standard English. (L.9-10.1-3, W.9-10.1, 5, 6, 9)**

**5. The students will adapt speech to a variety of contexts when responding orally to questions. (SL.9-10.4, 5, 6)**

**6. The students will Analyze author’s choices in structuring a text and understand theme and central ideas. (RL.9-10.1-10)**

**Unit 6: Research Paper (20 days)**

**Description:** The students will write a research paper on a topic of their choice that has been a topic of discussion throughout the year thus far. They will conduct research, revise, and outline and practice what they specifically need to work on within their writing. This paper will have an open individualized rubric that they will be following the needs of themselves as writers.

**Standards**:

1. The students will cite evidence (through note-taking) of how information within a text supports their topic choices. (RI.9-10.1, RI.9-10.2)
2. **The students will compile information from three to four sources and assess the usefulness of each in maintaining the flow of ideas. (RI.9-10.7, W.9-10.8, Formal Writing)**
3. **The students will compose a thesis statement which can be supported by their research. (W.9-10.2)**
4. **The students will generate an outline or idea map in order to organize their research and paper while providing topic sentences and focus for paragraph building. (W.9-10.2)**
5. **The students will introduce a topic, organize ideas, support, and defend their thesis statements with details, quotations, and transitions. (W9-10.2, Formal Writing)**
6. **The students will produce and edit work so it conforms to the guidelines in the MLA Handbook: title page, outline, in-text citations, and works cited page. (Formal Writing)**
7. **The students will review the elements of grammar, punctuation, usage and capitalization. (Formal Writing)**

**Unit 7: Romeo and Juliet (20 days)**

**Description:** Students will learn about Elizabethan England, the life of William Shakespeare and read the play that is most re-enacted. They will be looking specifically at types of irony, character, theme, and foils as they embark on this forbidden love story.

**Standards**

1. The students will develop their abilities to make meaning of language by learning Shakespearean language and phrases. (RI.9-10.4)
2. **The students will determine the meaning of two Shakespearean sonnets using their reading skills and ability to infer from context clues. (RL.9-10.1, RL.9-10.4)**
3. The students will understand the historical context of the play *Romeo and Juliet* by reading background and biographical information from The Elements of Literature book. (RI.9-10.3, RI.9-10.7)
4. **The students will distinguish between conflict and theme while evaluating the importance in the text. (RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4 RL.9-10.5, RL.9-10.6, RL.9- 10.7)**

**Unit 8: Short Stories**

**Description:** Students will read a selection of short stories to work on their literary devices and see how short stories have to be concise with words. Students will also be taking an exam at the end of the unit about the different short stories.

**Standards**

1. Students will be looking at the plot structure of the short story by reading “The Gift of the Magi”(RL.9-10.5)
2. Students will be looking at point of view with a variety of short stories and expanding on how it creates an interesting piece of literature. (RL.9-10.6)
3. **Students will be analyzing character development in three different short stories, and them comparing them. (RL.9-10.1, RL.9-10.3, RL.9-10.4 RL.9-10.5, RL.9-10.6, RL.9- 10.7)**
4. **Students will be looking at theme and how it can get across in such a short work. (RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4 RL.9-10.5, RL.9-10.6, RL.9- 10.7)**
5. Students will be writing some analysis on their favorite short story of the unit focusing on one of the literary devices that we studied. **(Formal Writing)**
6. Students will show compression over the course of the unit by ending with an exam on all 10 short stories. (RL.9-10.10) **(Formal Writing)**

**Formal Writing** - For all formal writing assignments in a unit, the students will brainstorm, draft, revise, edit, and publish written work using technology. The students will demonstrate a command of Standard English grammar, capitalization, punctuation, and spelling. When researching, the students will cite digital and print sources in MLA format to avoid plagiarism. (W.11-12.4, W.11-12.5, W.11-12.6, W.11- 12.8, W.11-12.10, **L.11-12.1,** L.11-12.2, L.11-12.3)

**Reading nonfiction:** Students will read, understand and draw conclusions using textual evidence from nonfiction over the course of the year to improve their writing skills. (Formal writing, RI.11-12.10, W.9-10.9)

\*all days and works are subject to change if time becomes a factor with learning speeds.