



Bexley High School

English 9 Curriculum

Course Description: Students will develop their critical reading skills by studying poetry, drama, fiction and non-fiction to explore the nature of storytelling through literature. Some guiding questions include “How do humans tell stories, and why? How have forms and traditions of storytelling changed over time and across cultures? Why do we like some stories better than others?” Writing instruction builds on basic skills and emphasizes various forms, such as narrative, argument, and synthesis. Inquiry through research is also introduced. Summer reading is a requirement.

The units that comprise the English 9 curriculum are based on Ohio’s Learning Standards. Instructors may modify and add to this curriculum for enrichment/differentiation and as individual class needs emerge.

FIRST SEMESTER

QUARTER ONE

The following “units” will be completed by the end of quarter one. The arrangement of individual assignments is based on teacher discretion.

Summer Reading

The goal of our 9th grade summer reading requirement is to have students read a book of their choice. Thanks to the Bexley Education Foundation, we can provide each incoming freshman with a book to keep. BHS encourages reading for pleasure and hopes our students LOVE their summer reading experience. Teachers will ask students to share their book upon the start of school.

Skills for Success

This unit reviews the key study skills for being successful in a high school level English course. Topics include study skills, notebook organization, using a planner, note-taking and annotating text, note-taking during a class lecture or discussion, close reading, text summary, writing neatly, formatting with MLA, basic grammar, paragraph and essay structure, and vocabulary tactics.

Reading and Writing Narratives

The personal narrative is the focus of this unit, introducing students to the skill of establishing a clear purpose as a writer, developing a unique voice, utilizing storytelling techniques and determining an appropriate organization. Students will learn tips for writing descriptively and engagingly. Students are guided through a specific process of pre-writing, drafting, revising, polishing and publishing their work.

To prepare for writing a narrative, students will read a variety of narratives and short non-fiction related to the craft of storytelling. Students will review the basic elements of narrative, including setting, plot, character, point of view, purpose, theme, and conflict.

Reading Standards

Students will:



- 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. (CCSS.ELA-Literacy.RL.9-10.10)
- 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). (CCSS.ELA-Literacy.RL.9-10.4)
- 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. (CCSS.ELA-Literacy.RL.9-10.5)
- 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. (CCSS.ELA-Literacy.RI.9-10.2)

Writing Standards

Students will:

- Write a narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS.ELA-Literacy.W.9-10.3)
- 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. (CCSS.ELA-Literacy.W.9-10.3a)
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS.ELA-Literacy.W.9-10.3b)
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS.ELA-Literacy.W.9-10.3c)
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS.ELA-Literacy.W.9-10.3d)
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS.ELA-Literacy.W.9-10.3e)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.9-10.4)
- 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. (CCSS.ELA-Literacy.W.9-10.5)
- 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. (CCSS.ELA-Literacy.W.9-10.6)

Language Standards

Students will:



- Demonstrate command of the conventions of Standard English grammar and usage. (CCSS.ELA-Literacy.L.9-10.1)
 - Review parts of speech.
 - Identify and correct run-on sentences and fragments.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling. (CCSS.ELA-Literacy.L.9-10.2)
 - Apply common comma rules.
 - Distinguish between plurals and possessives.
 - Correctly capitalize and punctuate titles.
- Apply knowledge of language to make effective choices for meaning or style. (CCSS.ELA-Literacy.L.9-10.3)

QUARTER TWO

Unit 1: Drama—Tragedy

Students will study the famous Shakespearean tragedy Romeo and Juliet. In addition to learning the conventions of tragic literature, students will gain skills in paraphrasing a text, reading closely for author's purpose, and examining how a character changes over time. Students may also analyze a speech from the text in this unit, and/or they may evaluate a film adaptation of the work. Reading of the core text is supplemented with relevant non-fiction pieces about the time period and author. Throughout the study of the literature, students engage in informal writing (analytical journals, responses, impromptu pieces) to support their reading and discussion.

Reading Standards

Students will:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-Literacy.RL.9-10.1)
- 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. (CCSS.ELA-Literacy.RL.9-10.2)
- 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. (CCSS.ELA-Literacy.RL.9-10.3)
- 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). (CCSS.ELA-Literacy.RL.9-10.4)
- 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. (CCSS.ELA-Literacy.RL.9-10.5)
- Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment. (CCSS.ELA-Literacy.RL.9-10.7)

Speaking and Listening Standards



Students will:

- 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. (CCSS.ELA-Literacy.SL.9-10.1)
 - 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. (CCSS.ELA-Literacy.SL.9-10.1a)
 - 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. (CCSS.ELA-Literacy.SL.9-10.1b)
 - 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. (CCSS.ELA-Literacy.SL.9-10.1c)
 - 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. (CCSS.ELA-Literacy.SL.9-10.1d)
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS.ELA-Literacy.SL.9-10.3)

Language Standards

Students will:

- 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.L.9-10.3)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (CCSS.ELA-Literacy.L.9-10.4)
 - 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. (CCSS.ELA-Literacy.L.9-10.4a)
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*). (CCSS.ELA-Literacy.L.9-10.4b)
 - 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. (CCSS.ELA-Literacy.L.9-10.4c)
 - 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.ELA-Literacy.L.9-10.4d)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.ELA-Literacy.L.9-10.5)



- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (CCSS.ELA-Literacy.L.9-10.5a)
- Analyze nuances in the meaning of words with similar denotations. (CCSS.ELA-Literacy.L.9-10.5b)
- 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. (CCSS.ELA-Literacy.L.9-10.6)
 - Essential domain-specific terms: act, aside, blank verse, dialogue, drama, foil, footnote, foreshadowing, iambic pentameter, irony, monologue, oxymoron, prologue, pun, scene, setting, sonnet, stage directions, soliloquy, time span, tragedy

Writing Standards

Students will:

- 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.ELA-Literacy.W.9-10.10)

Unit 2: Argument Writing with a Counterclaim

Following the study of a Shakespearean tragedy, students use text-based evidence to form an argument about the work or a related topic. Students learn to address and refute a counterclaim as part of their argument. Students will be instructed how to embed and explain quotations within their papers. Finally, students will continue to utilize the writing process to improve the quality of their work.

Writing Standards

Students will:

- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-Literacy.W.9-10.9)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.9-10.1)
 - 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. (CCSS.ELA-Literacy.W.9-10.1a)
 - 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. (CCSS.ELA-Literacy.W.9-10.1b)
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS.ELA-Literacy.W.9-10.1c)
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.9-10.1d)
 - Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.9-10.1e)



- 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. (CCSS.ELA-Literacy.W.9-10.5)
- 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. (CCSS.ELA-Literacy.W.9-10.6)

Language Standards

Students will:

- Demonstrate command of the conventions of Standard English grammar and usage when writing. (CCSS.ELA-Literacy.L.9-10.1)
 - Reinforce understanding of parts of speech.
 - Identify and correct run-on sentences and fragments.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-Literacy.L.9-10.2)
 - Apply common comma rules.
 - Distinguish between plurals and possessives.
 - Correctly capitalize and punctuate titles.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style. (CCSS.ELA-Literacy.L.9-10.3)
- 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. (CCSS.ELA-Literacy.L.9-10.3a)

SECOND SEMESTER

QUARTER THREE

Unit 1: Analysis of a Major Literary Work in Historical/Cultural Context

Of Mice and Men is the focus of this unit. Students apply their understanding of literary elements introduced earlier in the year to this full-length work. In particular, students consider the novel within its historical and cultural context, and they analyze how the author's choices shape each character's point of view and establish his or her unique identity and perspective. Relevant non-fiction pieces supplement students' study of this novel. Students may also analyze a speech from the text, and/or they may evaluate a film adaptation of the work. Throughout the study of the literature, students engage in informal writing (analytical journals, responses, impromptu pieces) to support their reading and discussion.

Reading Standards—Literature

Students will:

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



- 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. (CCSS.ELA-Literacy.RL.9-10.2)
- 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. (CCSS.ELA-Literacy.RL.9-10.3)
- 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). (CCSS.ELA-Literacy.RL.9-10.4)
- 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. (CCSS.ELA-Literacy.RL.9-10.5)

Reading Standards – Non-Fiction

Students will:

- Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. (CCSS.ELA-Literacy.RI.9-10.9)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-Literacy.RI.9-10.1)
- 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. (CCSS.ELA-Literacy.RI.9-10.2)
- 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. (CCSS.ELA-Literacy.RI.9-10.3)
- 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. (CCSS.ELA-Literacy.RI.9-10.4)
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (CCSS.ELA-Literacy.RI.9-10.5)

Speaking and Listening

Students will:

- 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. (CCSS.ELA-Literacy.SL.9-10.1)
- 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. (CCSS.ELA-Literacy.SL.9-10.1a)



- 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. (CCSS.ELA-Literacy.SL.9-10.1b)
- 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. (CCSS.ELA-Literacy.SL.9-10.1c)
- 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. (CCSS.ELA-Literacy.SL.9-10.1d)

Writing Standards

Students will:

- 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.ELA-Literacy.W.9-10.10)

Unit 2: Expository Synthesis Essay

Following our study of Of Mice and Men, students will synthesize information from various nonfiction sources about the historical context of the novel. Students will develop an expository synthesis essay, learning how to choose apt and specific textual details and how to organize the information coherently. Students will continue to practice the writing process and develop their independent revision skills.

Writing Standards

Students will:

- Draw evidence from literary or informational texts to support analysis, reflection and research. (CCSS.ELA-Literacy.W.9-10.9)
- Apply *grades 9-10 Reading standards* to literature. (CCSS.ELA-Literacy.W.9-10.9a)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.9-10.1)
- 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. (CCSS.ELA-Literacy.W.9-10.1a)
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS.ELA-Literacy.W.9-10.1c)
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.9-10.1d)
 - Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.9-10.1e)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.9-10.4)



- 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. (CCSS.ELA-Literacy.W.9-10.5)
- 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. (CCSS.ELA-Literacy.W.9-10.6)

Language Standards

Students will:

- Demonstrate command of the conventions of Standard English grammar and usage. (CCSS.ELA-Literacy.L.9-10.1)
- Reinforce understanding of parts of speech
- Identify and correct run-on sentences and fragments
- Demonstrate command of the conventions of Standard English, including capitalization, punctuation, and spelling. (CCSS.ELA-Literacy.L.9-10.2)
 - Apply common comma rules
 - Distinguish between plurals and possessives
 - Correctly capitalize and punctuate titles
 - Use a colon to introduce a list or quotation
- 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.L.9-10.3)
- 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. (CCSS.ELA-Literacy.L.9-10.3a)

QUARTER FOUR

Unit 1: Harper Lee's *To Kill a Mockingbird*

This unit provides increased text complexity and allows students to continue practicing close reading skills.

Reading Standards

Students will:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-Literacy.RL.9-10.1)
- 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. (CCSS.ELA-Literacy.RL.9-10.2)
- 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. (CCSS.ELA-Literacy.RL.9-10.3)



- 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). (CCSS.ELA-Literacy.RL.9-10.4)
- 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. (CCSS.ELA-Literacy.RL.9-10.5)
- Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment. (CCSS.ELA-Literacy.RL.9-10.7)

Speaking and Listening Standards

Students will:

- 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. (CCSS.ELA-Literacy.SL.9-10.1)
 - 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. (CCSS.ELA-Literacy.SL.9-10.1a)
 - 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. (CCSS.ELA-Literacy.SL.9-10.1b)
 - 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. (CCSS.ELA-Literacy.SL.9-10.1c)
 - 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. (CCSS.ELA-Literacy.SL.9-10.1d)
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS.ELA-Literacy.SL.9-10.3)

Language Standards

Students will:

- 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.L.9-10.3)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (CCSS.ELA-Literacy.L.9-10.4)
 - 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. (CCSS.ELA-Literacy.L.9-10.4a)



- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). (CCSS.ELA-Literacy.L.9-10.4b)
- 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. (CCSS.ELA-Literacy.L.9-10.4c)
- 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.ELA-Literacy.L.9-10.4d)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.ELA-Literacy.L.9-10.5)
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (CCSS.ELA-Literacy.L.9-10.5a)
- Analyze nuances in the meaning of words with similar denotations. (CCSS.ELA-Literacy.L.9-10.5b)
- 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. (CCSS.ELA-Literacy.L.9-10.6)

Writing Standards

Students will:

- 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.ELA-Literacy.W.9-10.10)

Unit 2: Introduction to Literary Analysis

Students are introduced to the practice of writing analytically about literature. Students will use prewriting strategies to select a focus for their analysis and generate ideas. The process includes creating an outline of these ideas, composing an argumentative thesis, and building supporting arguments that include apt and specific evidence from the text. Students will also connect their evidence to their thesis with logical reasoning. The unit also introduces students to the academic conventions of selecting appropriate quotations for support, blending quotations into the argument, and citing the evidence according to MLA standards. Students are expected to take their writing through a revision process with feedback from peers and the teacher.

Writing Standards

Students will:

- Draw evidence from literary or informational texts to support analysis, reflection and research. (CCSS.ELA-Literacy.W.9-10.9)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.9-10.1)



- 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. (CCSS.ELA-Literacy.W.9-10.1a)
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS.ELA-Literacy.W.9-10.1c)
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.9-10.1d)
 - Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.9-10.1e)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.9-10.4)
- 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. (CCSS.ELA-Literacy.W.9-10.5)
- 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. (CCSS.ELA-Literacy.W.9-10.6)

The following material will be placed into the curriculum by teacher discretion.

Close Reading of Literature: Short Stories and Poetry

By the end of grade 9, students will develop the skills of close reading of literature, becoming more independent in their analysis of how an author's choices help to convey the work's purpose. In particular, students will learn to analyze how figurative language, sound devices, characterization, diction, irony, theme, setting, symbol, and structure shape meaning in poetry and prose. Students will read and analyze a variety of poems and short stories from a range of eras and cultures. Students will practice the skills of preparing for and engaging in academic discussion of literature.

Reading Standards

Students will:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-Literacy.RL.9-10.1)
- 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. (CCSS.ELA-Literacy.RL.9-10.2)
- 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. (CCSS.ELA-Literacy.RL.9-10.3)
- 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). (CCSS.ELA-Literacy.RL.9-10.4)



- 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. (CCSS.ELA-Literacy.RL.9-10.5)

Language Standards

Students will:

- 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.L.9-10.3)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (CCSS.ELA-Literacy.L.9-10.4)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.ELA-Literacy.L.9-10.5)
- Interpret figures of speech in context and analyze their role in the text. (CCSS.ELA-Literacy.L.9-10.5a)
- Analyze nuances in the meaning of words with similar denotations. (CCSS.ELA-Literacy.L.9-10.5b)
- 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. (CCSS.ELA-Literacy.L.9-10.6)

Writing Standards

Students will:

- 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.ELA-Literacy.W.9-10.10)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-Literacy.W.9-10.9)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.9-10.1)
 - 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. (CCSS.ELA-Literacy.W.9-10.1a)
 - 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. (CCSS.ELA-Literacy.W.9-10.1b)
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS.ELA-Literacy.W.9-10.1c)
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.9-10.1d)



- Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.9-10.1e)
- 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. (CCSS.ELA-Literacy.W.9-10.5)
- 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. (CCSS.ELA-Literacy.W.9-10.6)

Language Standards

Students will:

- Demonstrate command of the conventions of Standard English grammar and usage when writing. (CCSS.ELA-Literacy.L.9-10.1)
 - Reinforce understanding of parts of speech
 - Identify and correct run-on sentences and fragments
- Demonstrate command of the conventions of Standard English: capitalization, punctuation, and spelling. (CCSS.ELA-Literacy.L.9-10.2)
 - Apply common comma rules
 - Distinguish between plurals and possessives
 - Correctly capitalize and punctuate titles
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style. (CCSS.ELA-Literacy.L.9-10.3)
- 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. (CCSS.ELA-Literacy.L.9-10.3a)

Introduction to the Research Process

In this unit, students will be introduced to the process of academic research when they conduct a short research project. Students will evaluate sources, use appropriate citation procedures, and will meet staggered deadlines for each part of the assignment. Students will use appropriate technology to synthesize their findings visually for use in a brief prepared speech.

Reading Standards

Students will:

- 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. (CCSS.ELA-Literacy.RI.9-10.8)

Writing Standards

Students will:



- 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. (CCSS.ELA-Literacy.W.9-10.8)
- Narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS.ELA-Literacy.W.9-10.7)

Speaking & Listening Standards

Students will:

- 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.ELA-Literacy.SL.9-10.2)
- 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. (CCSS.ELA-Literacy.SL.9-10.4)
- 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. (CCSS.ELA-Literacy.SL.9-10.5)