

## 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, cause-and-effect, and argument. Inquiry through research is also introduced. Summer reading is a requirement.

The units that comprise the English 9 curriculum reflect the college-readiness standards of the Common Core. Instructors may modify and add to this curriculum for enrichment/differentiation and as individual class needs emerge.

While English 9 and Honors English 9 work from the same course guide, Honors English 9 is different in several important ways. For one, the Honors course moves at a quicker pace through reading and writing tasks, and Honors students are expected to both read and write more than their peers in the Regular course. Furthermore, students in Honors courses will be expected to analyze texts in greater depth and write with greater sophistication. Honors English 9 classes also emphasize student-led classroom discussion. Overall, students in Honors English 9 are expected to work more independently than students in English 9.

## FIRST SEMESTER

### QUARTER ONE

#### Unit 1: Reading and Analyzing an Informational Text

*Having read an assigned non-fiction book for summer reading, students will begin to practice the skills of close reading and evaluation of arguments in an informational text. Students will practice note-taking as they read, looking for the central ideas and how the authors present their evidence and reasoning. Students also consider such issues as author bias and background and how these factors influence the effectiveness of the argument.*

#### 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.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)

- 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)
- Determine an **author’s point of view or purpose** in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (CCSS.ELA-Literacy.RI.9-10.6)

## Unit 2: Reading and Analyzing Literature—Introduction to Mythology

*Students begin to examine the questions, “How do humans tell stories, and why? How have forms and traditions of storytelling changed over time and across cultures?” This unit also addresses the value of studying mythology and introduces students to the role of allusion and archetypes, deepening their understanding and appreciation of literature. Students will discuss how stories connect all people in all cultures and find both significant similarities and differences in stories across cultures. As part of this unit, students are also introduced to the conventions of academic discourse and begin practicing these skills with teacher direction. Brief reflective writing, journaling, and/or creative writing guides students’ comprehension and analysis of the literature in this unit. The reading in this unit includes such works as selections from Greek and Norse mythology, creation and etiological stories, trickster tales, and other early stories that express cultural values.*

### 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)
- 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 a particular **point of view or cultural experience** reflected in a work of literature from outside the United States. (CCSS.ELA-Literacy.RL.9-10.6)

### Language Standards

Students will:

- 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)
- 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)
  - purpose and audience
  - tone
  - setting
  - allusions
  - symbolism
  - archetype

## Speaking & 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)
  - **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 3: Writing as a Process—The Narrative

*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 are guided through a specific process of pre-writing, drafting, revising, polishing and publishing their work.*

## 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)

## Unit 4: 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 to answer a question around opposing viewpoints. 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)
- **Adapt speech to the task**, demonstrating command of formal English when indicated or appropriate. (CCSS.ELA-Literacy.SL.9-10.6)

## QUARTER TWO

### Unit 1: Close Reading of Literature

*In this unit, 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

- **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 pre-writing strategies to select a focus for their analysis and generate ideas. The process includes creating an outline of these ideas, then 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)
  - 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

*Quarters three and four build on the reading, writing, speaking and listening skills introduced in the first semester of English 9. Specifically, students will read at least one full-length play and at least one full-length novel during this semester. Students will apply their analytical skills to discussing and writing about the works. As part of their study of drama and fiction, students will evaluate a speech from the text and analyze a film adaptation, either in one or both of the quarters.*

## QUARTER THREE

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

*Harper Lee's To Kill a Mockingbird 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 in this unit, 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—Informational Text

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

- 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 To Kill a Mockingbird, students will synthesize information from various non-fiction 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 **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: Drama—Tragedy

*Students will study a Shakespearean tragedy in this unit—either Romeo & Juliet or Julius Caesar—and Honors students may also study a Greek tragedy, such as Antigone or Oedipus. In addition to learning the conventions of tragic literature, students will gain skills in paraphrasing the text and reading closely for author’s purpose. 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

- **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 Counterclaim

*Following the study of a Shakespearean tragedy, students use text-based evidence to form an argument about the work. Students learn to address and refute a counterclaim as part of their argument. Students will be instructed how to embed and explain literary quotations within their papers. Students will also learn how to use proper citations for quotes from dramatic works. 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)