

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 how authors create meaning with an emphasis on the nature of storytelling. Some guiding questions include “What choices do authors make while writing? How do an author’s choices affect the whole text? How do humans tell stories, and why? Why do we like some stories better than others?” Writing instruction builds on basic skills and emphasizes various forms, such as narrative, synthesis, literary analysis, and argument. The writing process is explicitly taught. Inquiry through research is also introduced.

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.

Unit 1: Writing as a Process—The Narrative

The personal narrative is the focus of this unit, introducing students to the following skills: 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 prewriting, drafting, revising, polishing and publishing their work. Students also read a variety of personal narratives from diverse authors in order to understand and analyze the genre.

Writing Standards

- **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)

Reading Standards

- 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

- 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 2: Close Reading of Poetry

Teachers may have one unit of poetry or teach poems throughout the year in conjunction with other units. Students will develop the skills of closely reading poetry, 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, diction, theme, symbol, speaker, and structure shape meaning in poetry. Longer works of poetry include Jason Reynolds' *Long Way Down* and Helen Frost's *Keesha's House*. Students will practice the skills of preparing for and engaging in academic discussion of literature.

Reading Standards

- 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 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

- **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 3: Close Reading of Fiction

Students will develop the skills of closely reading 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 plot structure, conflict, characterization, setting, figurative language, diction, theme, symbol, point of view, and structure shape meaning in short fiction. Text selections will represent a variety of perspectives and voices in multiple short stories and possibly Cherie Dimaline's *The Marrow Thieves* and John Steinbeck's *Of Mice and Men*. Students will practice the skills of preparing for and engaging in academic discussion of literature.

Reading Standards

- 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.9-10.0)
- 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

- **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)

- o 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 4: 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

- 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)
 - o 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)
 - o 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)
 - o 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)
 - o 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)

Unit 5: Introduction to Research

Information literacy is increasingly important for college and career readiness. Students will be taught to find and evaluate sources, cite borrowed material, and present research findings clearly and ethically. This unit will culminate in a speech or presentation rather than a formal research paper. For example, a teacher may have students research poets, authors, or historical background information.

Reading Standards

- **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

- **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)

Unit 6: Drama—Tragedy

Students will study the Shakespearean tragedy *Romeo & Juliet*. They may also read Thornton Wilder’s *Our Town*. In addition to learning the conventions of tragic literature, students will gain skills in paraphrasing a complex text and reading closely for the 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

- 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

- 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)

- o **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)
- o 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)
- o **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)
- o **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

- **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)
 - o 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)
 - o 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)
 - o 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)
 - o **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)
 - o Interpret **figures of speech** (e.g., euphemism, oxymoron) in context and analyze their role in the text. (CCSS.ELA-Literacy.L.9-10.5a)

- o 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)
 - o **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 7: Argument Writing with Counterclaim

To be college and career ready, students must be able to make a clear claim and support it with evidence. In English 9, students learn the basics of argument writing, including addressing and refuting a counterclaim as needed. An emphasis is placed on academic tone. Finally, students will continue to utilize the writing process to improve the quality of their work.

Writing Standards

- 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)
 - o 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)
 - o 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)
 - o 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)
 - o 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

- 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)

Unit 8: Analysis of Literature in Historical/Cultural Context

Harper Lee’s *To Kill a Mockingbird* is a core literary text. Students will read Bryan Stevenson’s *Just Mercy* or excerpts from the text alongside TKM to view another, modern perspective on the issues in the core text. Students may also read George Orwell’s *Animal Farm* as a work of literature responding to a historical situation, the Russian Revolution. In the reading of *Animal Farm*, students will also become familiar with fables as a storytelling genre. In both historical literary units, students will review basic literary elements, consider each text within its historical and cultural context, and analyze how an author’s choices shape each character’s point of view and establish his or her unique identity and perspective. Relevant non-fiction texts supplement students’ study of these novels. 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

- 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

- **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

- 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)
- o 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)
 - o **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)
 - o **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 9: Synthesis Essay

In preparation for the ELA II test that they will take in their sophomore year, students will synthesize information from various non-fiction sources. Students will develop an expository synthesis essay, learning how to choose apt and specific textual details and how to organize the information coherently. Documentation and citation skills are integrated into this unit. Students will continue to practice the writing process and develop their independent revision skills.

Writing Standards

- Draw **evidence** from literary or informational texts to support analysis, reflection and research. (CCSS.ELA-Literacy.W.9-10.9)
 - o 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)
 - o 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)
 - o 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

- 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)

Unit 10: The Epic

Students will be introduced to archetypes including the hero's cycle. The core epic is *The Odyssey* or *The Last Book in the Universe*. *The Epic of Gilgamesh* and *Beowulf* could additionally be taught.

Reading Standards

- 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)
- Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (CCSS.ELA-Literacy.RL.9-10.9)