

COURSE OUTLINE: 9th Grade English

Unit One	<i>Author's Craft</i>	Duration of Unit: 8 weeks
Unit Two	<i>There is One World but It Is in This One</i>	Duration of Unit: 8 weeks
Unit Three	<i>The African American Experience After Slavery</i>	Duration of Unit: 12 weeks
Unit Four	<i>Vocabulary Level D</i>	<i>ongoing</i>
Unit Five	<i>Grammar/Mechanics</i>	<i>ongoing</i>
Unit Six	<i>Research Skills and the Research Paper</i>	<i>ongoing</i>

School-wide Academic Expectations Taught In This Course

- Literacy School-Wide Rubric
- Analysis School-Wide Rubric
- Collaboration School-Wide Rubric
- Communication School-Wide Rubric

School-wide Social and Civic Expectations Taught in This Course

- Demonstrate Responsibility
- Demonstrate Respect
- Demonstrate Resiliency

Unit 1: Author's Craft

Introduction and Established Goals:

The unit will focus on how students determine meaning from a text by understanding genre, literary devices, and historical, Biblical, and mythological and allusions.

Desired Outcome(s):

- Students will be able to recognize the literary devices and techniques employed to create a successful literary piece.
- Students will develop a vocabulary to both speak and write about author's craft and use their knowledge analyze and interpret text.

- Students will work in both whole groups and small groups to think critically about literature and extend their knowledge about the text.
- Students will learn to incorporate imagery, figurative language, cause and effect sentences, compare and contrast sentences, and information gathered from research as ways to elaborate in their writing.

Common Core Standard(s):

- RL. 9-10.1**
- RL. 9-10.3**
- RL. 9-10.4**
- RL. 9-10.5**

Essential Question(s):

- How does an author employ devices and techniques to assist a reader in interpreting his text?
- How does an author create text with multiple interpretations and meaning?
- How does the author use real time periods and settings to enhance his fiction?

Key Terms/Concepts:

foreshadowing, flashback, tone mood, characterization, imagery, symbol, motif, theme, allegory, Tragic Hero, Christ Figure, historical setting, The Great Depression, Intellectual Disorder, Naturalism, Realism

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
RL. 9-10.1 RL. 9-10.3 RL. 9-10.4 RL. 9-10.5	<ul style="list-style-type: none"> • Learn and recognize common literary devices in literature 	<ul style="list-style-type: none"> • Teacher-generated note and student note-taking/direct instruction • Oral reading • graphic organizer • anticipation guide 	<ul style="list-style-type: none"> • Symbol meaning chart • Foil project • Create your own symbol project • Character posters • Evidence-based quizzes • Quote-analysis tests • Symbol, motif, theme essay • Literacy school-wide rubric

	<ul style="list-style-type: none"> Analyze a text using more than one lens 	<ul style="list-style-type: none"> Direct instruction of allegory, Christ Figure and Tragic Hero Student note-taking Oral reading Student generated photography 	<ul style="list-style-type: none"> Lens chart Group findings Group presentation Picture of loneliness journal/presentation Literacy school-wide rubric
RL. 9-10.1 RL. 9-10.3 RL. 9-10.4 RL. 9-10.5	<ul style="list-style-type: none"> Discuss the history surrounding a text 	<ul style="list-style-type: none"> Web quest KWL chart Historical documentaries Art/photography 	<ul style="list-style-type: none"> Reading questions Synthesis journals Great Depression picture journal Literacy school-wide rubric

Suggested Resources and Texts:

- *The Chocolate War* Robert Cormier
- “The Love Song of J.Alfred Prufrock” T.S. Elliot
- *A Separate Peace* John Knowles
- “The Poison Tree” William Blake
- *The Girl Who Was Supposed To Die* April Henry

Suggested Technology:

- Epson Board

Unit 2: There is One World but it is in this One

Introduction and Established Goals:

Students will understand the importance of point of view, foils, and perspective. Students will realize that even if they do not have their own experience with a topic, they can learn through studying other people's stories.

Desired Outcome(s):

- Students will use literature to understand unfamiliar mindsets and “worlds” of others.
- Students will compare themselves to people and places unfamiliar to find common ground.

Common Core Standard(s):

RL.9-10.1
RL.9-10.3
W.9-10.2.a

Essential Question(s):

- How does literature help us learn about people and places we never would have otherwise experienced?
- How are we different yet still all human?
- What commonalities do we all share even if we come from different backgrounds?

Key Terms/Concepts:

Culture, assimilation, human trafficking, foil, point-of-view, perspective, pow-wow, American Indian spirituality, alcoholism, terrorism, patriotism

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
RL.9-10.1 RL.9-10.3 W.9-10.2.a	<ul style="list-style-type: none">• Compare the world we live in the ones presented	<ul style="list-style-type: none">• Anticipation guide	<ul style="list-style-type: none">• Group findings and class discussion• Literacy school-wide rubric
RL.9-10.1 RL.9-10.3 W.9-10.2.a	<ul style="list-style-type: none">• Debate the values and morals of societies	<ul style="list-style-type: none">• Graphic organizer	<ul style="list-style-type: none">• Class activity/Group debate• Literacy school-wide rubric

RL.9-10.1 RL.9-10.3 W.9-10.2.a	<ul style="list-style-type: none"> Analyze what makes “good families” and “good people” 	<ul style="list-style-type: none"> Outline form 	<ul style="list-style-type: none"> Finalized essay Literacy school-wide rubric
RL.9-10.1 RL.9-10.3 W.9-10.2.a	<ul style="list-style-type: none"> Research unfamiliar places, terms, events, organizations, agencies, etc. 	<ul style="list-style-type: none"> Web quest Use of databases 	<ul style="list-style-type: none"> Individual presentations Literacy school-wide rubric
W.7.2a	<ul style="list-style-type: none"> Research the definition and root of terrorism 	<ul style="list-style-type: none"> Outline Summaries 	<ul style="list-style-type: none"> Research paper Literacy school-wide rubric

Suggested Resources and Texts:

- The Absolutely True Diary of a Part-time Indian* Sherman Alexie
- After the First Death* Robert Cormier

Suggested Technology:

- Epson Board

Unit 3: The African American Experience after Slavery

Introduction and Established Goals:

In this unit students will focus on the African American experience after slavery had ended. They will explore issues with housing, role-models, civil rights, and gangs.

Desired Outcome(s):

- Students will have a greater understanding of and empathy for the African American experience after the end of government sanctioned slavery.
- Students will understand issues with accessing civil rights.
- Students will explore the African American struggle for appropriate housing and the formation of inner-city gangs.
- Students will understand American civil rights and be able come to their own conclusion about modern-day civil rights issues.

Common Core Standard(s):

RL. 9-10.2
RL. 9-10.3
RI. 9-10.3

RI. 9-10.4
 RI. 9-10.6

Essential Question(s):

- How does literature highlight problems in society?
- How does literature motivate societal or political change?
- How does literature reflect the past and the present and allow readers to change the future?

Key Terms/Concepts:

fiction, non-fiction, setting, symbol, theme, protest, civil rights, segregation, desegregation, integration, sacrifice, gangs, the Black Panthers, double consciousness

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<ul style="list-style-type: none"> • RL. 9-10.2 • RL. 9-10.3 • RI. 9-10.3 • RI. 9-10.4 • RI. 9-10.6 	<ul style="list-style-type: none"> • Identify the African-American experience after the Civil War 	<ul style="list-style-type: none"> • Teacher-generated note and student note-taking/direct instruction • Civil rights documentary • Civil rights leaders' speeches • "character traits of key players" graphic organizer • Vocabulary organizer 	<ul style="list-style-type: none"> • Evidence-based quizzes • Literacy school-wide rubric
<ul style="list-style-type: none"> • RL. 9-10.2 • RL. 9-10.3 • RI. 9-10.3 • RI. 9-10.4 • RI. 9-10.6 	<ul style="list-style-type: none"> • Analyze and discuss how non-fiction texts/speeches have highlighted and motivated the need for societal change 	<ul style="list-style-type: none"> • Civil rights leaders speeches (text/video) • Primary source advertisements • Protest music 	<ul style="list-style-type: none"> • Group findings • Group presentation • Literacy school-wide rubric
<ul style="list-style-type: none"> • RL. 9-10.2 • RL. 9-10.3 • RI. 9-10.3 	<ul style="list-style-type: none"> • Analyze and discuss how fictional texts have highlighted and motivated the need for societal change 	<ul style="list-style-type: none"> • Poetry analysis • Historical setting chart • Critical analysis 	<ul style="list-style-type: none"> • Group findings • Group presentation • Poetry analysis journal

<ul style="list-style-type: none"> • RI. 9-10.4 • RI. 9-10.6 			<ul style="list-style-type: none"> • Literacy school-wide rubric
<ul style="list-style-type: none"> • RL. 9-10.2 • RL. 9-10.3 • RI. 9-10.3 • RI. 9-10.4 • RI. 9-10.6 	<ul style="list-style-type: none"> • Conclude about how literature/rhetoric have supported civil rights and created societal reform 	<ul style="list-style-type: none"> • Primary sources • Secondary sources 	<ul style="list-style-type: none"> • Research paper • Literacy school-wide rubric

Suggested Resources and Texts:

- *The Hate You Give* Angie Thomas
- Various videos on The Black Panthers and Black Lives Matters issues

Suggested Technology:

- *Made in America: the Blood and the Crips* Documentary

Unit 4: Vocabulary Level D

Introduction and Established Goals:

This unit will help students use new vocabulary in both their speaking and writing.

Desired Outcome(s):

- Students will be able to identify, define, and utilize new appropriately-leveled, new vocabulary.

Common Core Standard(s):

- L.9-10.4.a
- L.9-10.4.c
- L.9-10.4.b
- L.9-10.4.d
- L.9-10.5.a
- L.9-10.6

Essential Question(s):

- How does one use context clues to determine the meaning of a word?

- How does one identify word patterns and parts of speech?
- How does one identify both the connotation and denotation of new words?
- How does one use new vocabulary in a variety of effective ways?

Key Terms/Concepts:

context clues, noun, pronoun, verb, adjective, adverb, connotation, denotation, synonyms, antonyms

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
L.9-10.4.a L.9-10.4.c L.9-10.4.b L.9-10.4.d L.9-10.5.a L.9-10.6	<ul style="list-style-type: none"> • Predict the meanings of new vocabulary 	<ul style="list-style-type: none"> • Non-fiction selection 	<ul style="list-style-type: none"> • Reading out loud • Student input • Literacy school-wide rubric
L.9-10.4.a L.9-10.4.c L.9-10.4.b L.9-10.4.d L.9-10.5.a L.9-10.6	<ul style="list-style-type: none"> • Discuss vocabulary definitions, words in context, and parts of speech 	<ul style="list-style-type: none"> • Teacher-generated notes 	<ul style="list-style-type: none"> • Students sentences • Literacy school-wide rubric
L.9-10.4.a L.9-10.4.c L.9-10.4.b L.9-10.4.d L.9-10.5.a L.9-10.6	<ul style="list-style-type: none"> • Identify vocabulary synonyms and antonyms 	<ul style="list-style-type: none"> • vocabulary workshop assessments 	<ul style="list-style-type: none"> • Multiple choice • Quiz • Literacy school-wide rubric
L.9-10.4.a L.9-10.4.c L.9-10.4.b L.9-10.4.d L.9-10.5.a L.9-10.6	<ul style="list-style-type: none"> • Choose the proper vocabulary word in context 	<ul style="list-style-type: none"> • Vocabulary workshop assessments 	<ul style="list-style-type: none"> • Fill-ins • Quiz/test • Literacy school-wide rubric

Suggested Resources and Texts:

Sadlier *Vocabulary Workshop* Level D (10 words every two weeks)

Suggested Technology:

None

Unit 5: Grammar/Mechanics**Introduction and Established Goals:**

This unit will help students will speak and write using the proper conventions of the English language.

Desired Outcome(s):

- Students will be able to use Standard English grammar when writing.
- Students will be able to write clearly and concisely using proper punctuation, capitalization, and spelling.

Common Core Standard(s):

L.9-10.4.a
 L.9-10.4.c
 L.9-10.4.b
 L.9-10.4.d
 L.9-10.5.a
 L.9-10.6

Essential Question(s):

- How does one apply Standard English grammar to construct clear, concise pieces of writing?

Key Terms/Concepts:

parts of speech, commas, colons, semi-colons, hyphens, dashes, parenthesis

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
L.9-10.4.a L.9-10.4.d L.9-10.5.a L.9-10.6	<ul style="list-style-type: none"> • Define, identify, and apply the 8 parts of speech 	<ul style="list-style-type: none"> • Pre-quizzes • Teacher-generated notes • Workbook exercises • Board practice 	<ul style="list-style-type: none"> • Quizzes • Creative journals • Tests • Parts of speech songs • Literacy school-wide rubric
L.9-10.4.a L.9-10.4.b	<ul style="list-style-type: none"> • Identify and fix dangling and misplaced modifiers 	<ul style="list-style-type: none"> • Teacher-generated notes • Workbook exercises 	<ul style="list-style-type: none"> • Drawing activity • Literacy school-wide

			rubric
L.9-10.4.a L.9-10.4.c	<ul style="list-style-type: none"> Use capitalization, commas, semicolons, colons, use a variety of sentences types in writing to reflect meaning 	<ul style="list-style-type: none"> Pre-quizzes Teacher-generated notes Construct lesson plan 	<ul style="list-style-type: none"> Quizzes; sentence writing Literacy school-wide rubric

Suggested Resources and Texts:

- Warner's *English Composition and Grammar* Third Course

Suggested Technology:

- Purdue Writing Lab. "Purdue OWL // Purdue Writing Lab." *Purdue Writing Lab*, owl.purdue.edu/owl/purdue_owl.html.

Unit 6: Research Skills and the Research Paper

Introduction and Established Goals:

This unit will help students use valid research to push beyond their initial understanding of a topic and come to a fact-based, academic conclusion.

Desired Outcome(s):

Students will create an organized, effective research paper about a topic which extends from in-class reading and discussion.

Common Core Standard(s):

RI.9-10.1
 RI.9-10.2
 W.9-10.1
 W.9-10.1.a
 W.9-10.1.b
 W.9-10.1.e
 W.9-10.2
 W.9-10.2.a
 W.9-10.2.b
 W.9-10.2.c
 W.9-10.2.d
 W.9-10.4
 W.9-10.5
 W.9-10.8

Essential Question(s):

- How does one limit a research idea?
- How does one find valid sources and review and assess them properly?
- How does one implement quotation and paraphrasing properly?
- How does one properly cite both internally and in a Works Cited page?
- How does one take notes and organize to create an effective, persuasive argument?

Key Terms/Concepts:

valid sources, MLA format, works cited, summary, parenthetical citations

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
RI.9-10.1 RI.9-10.2 W.9-10.1	<ul style="list-style-type: none"> • Identify a proper topic and create limiting questions 	<ul style="list-style-type: none"> • Web quest 	<ul style="list-style-type: none"> • Student organizer • Literacy school-wide rubric
W.9-10.1.a W.9-10.1.b W.9-10.1.e W.9-10.2	<ul style="list-style-type: none"> • Critique valid sources and summaries those selected 	<ul style="list-style-type: none"> • Summary lesson 	<ul style="list-style-type: none"> • 4-5 completed graded summaries • Tentative properly-formatted Works Cited page • Literacy school-wide rubric
W.9-10.2.c W.9-10.2.d W.9-10.4 W.9-10.5 W.9-10.8	<ul style="list-style-type: none"> • Create a tentative thesis and outline with citations 	<ul style="list-style-type: none"> • Freshman boot camp • Outline and works cited examples • Easybib activities 	<ul style="list-style-type: none"> • Graded tentative outline and Works Cited • Literacy school-wide rubric
W.9-10.1.b W.9-10.1.e W.9-10.2	<ul style="list-style-type: none"> • Create a full-rough draft 	<ul style="list-style-type: none"> • self-editing and revision • Peer-editing and revision • Teacher-editing and revision • Student conferencing • Teacher conferencing 	<ul style="list-style-type: none"> • Graded rough and final draft • Literacy school-wide rubric

Suggested Resources and Texts:

- *After the First Death* Robert Cormier

Suggested Technology

- Purdue Writing Lab. "Purdue OWL // Purdue Writing Lab." *Purdue Writing Lab*, owl.purdue.edu/owl/purdue_owl.html.