

<b><i>COURSE OUTLINE: Academic English 9</i></b>		
<b>Unit One</b>	<i>The Development of the Tragic Genre</i>	Duration of Unit: 12 weeks
<b>Unit Two</b>	<i>Author's Craft</i>	Duration of Unit: 8 weeks
<b>Unit Three</b>	<i>There is One World but It Is in This One</i>	Duration of Unit: 8 weeks
<b>Unit Four</b>	<i>The African American Experience After Slavery</i>	Duration of Unit: 12 weeks
<b>Unit Five</b>	<i>Vocabulary Level D</i>	ongoing
<b>Unit Six</b>	<i>Grammar/Mechanics</i>	ongoing
<b>Unit Seven</b>	<i>Research Skills and the Research Paper</i>	ongoing

### ***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 Honesty
- Demonstrate Responsibility
- Demonstrate Respect
- Demonstrate Safety

## **Unit 1: The Development of Tragedy and the Tragic Genre**

### **Introduction and Established Goals:**

This unit will focus on the genre of tragedy. Students will study how this genre was created and how modern writers have changed it for their purposes.

### **Desired Outcome(s):**

- Students will be able to understand the development and the history of the tragic genre.
- Students will be able to identify the key terms of drama in a text(s) and determine the difference in the application between the tragic and comic genres.

**Common Core Standard(s):****RL. 9-10.2****RL. 9-10.7****RL.9-10.9****RI. 9-10.4****Essential Question(s):**

- What is the dramatic form?
- How has the genre of tragedy changed and developed since its first conception?
- How are comedy and tragedy similar in form but not in outcome?

**Key Terms/Concepts:**

prologue, epilogue, dialogue, fate, persona, conventions, dramatic and situational irony, double entendre, pun, tragic hero, hamartia/tragic flaw, comic relief

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<b>RL. 9-10.2</b> <b>RL. 9-10.7</b> <b>RL.9-10.9</b> <b>RI. 9-10.4</b>	<ul style="list-style-type: none"> <li>• Recognize the dramatic (tragic/comic) form in literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and discussion of The Riddle of the Sphinx</li> <li>• Teacher-generated note and student note-taking</li> <li>• Guided reading and class discussion</li> <li>• Evidence-based follow-up questions</li> <li>• Close-reading activities</li> <li>• Film clips</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence-based quizzes</li> <li>• Quote-analysis text</li> <li>• Script-writing and performance</li> <li>• Literacy school-wide rubric</li> </ul>
<b>RL. 9-10.2</b> <b>RL. 9-10.7</b>	<ul style="list-style-type: none"> <li>• Compare the change in development of the tragic genre.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-generated notes and note taking</li> <li>• Guided reading and class discussion of three texts (classical, Shakespearean, and modern tragedy)</li> <li>• Guided reading and class discussion of one comedy (Shakespearean)</li> <li>• Film clips</li> <li>• Comparison/Contrast graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence-based quizzes</li> <li>• Quote analysis tests</li> <li>• Culminating analytical essay</li> <li>• Literacy school-wide rubric</li> </ul>

<b>RL. 9-10.2</b> <b>RL.10.9</b> <b>RI. 9-10.4</b>	<ul style="list-style-type: none"> <li>Determine the meaning of dramatic terminology used in the text and recognize how these terms impact the genre as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-generated notes and note taking</li> <li>Guided reading</li> <li>Quote analysis practice</li> </ul>	<ul style="list-style-type: none"> <li>Quote analysis quizzes and tests</li> <li>Literacy school-wide rubric</li> </ul>
<b>RL. 9-10.2</b> <b>RL. 9-10.7</b> <b>RL.9-10.9</b> <b>RI. 9-10.4</b>	<ul style="list-style-type: none"> <li>Compare the forms of comedy and tragedy.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-generated notes on the history and form of comedy</li> </ul>	<ul style="list-style-type: none"> <li>Text comparison Exercises</li> <li>Literacy school-wide rubric</li> </ul>

### Suggested Resources and Texts:

- Oedipus* Sophocles
- Romeo and Juliet* William Shakespeare
- The Chocolate War* Robert Cormier

## Unit 2: 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.

### 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:**

foreshowing, 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"> <li>• Learn and recognize common literary devices in literature</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-generated note and student note-taking/direct instruction</li> <li>• Oral reading</li> <li>• graphic organizer</li> <li>• anticipation guide</li> </ul>	<ul style="list-style-type: none"> <li>• Symbol meaning chart</li> <li>• Foil project</li> <li>• Create your own symbol project</li> <li>• Character posters</li> <li>• Evidence-based quizzes</li> <li>• Quote-analysis tests</li> <li>• Symbol, motif, theme essay</li> <li>• Literacy school-wide rubric</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze a text using more than one lens</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction of allegory, Christ Figure and Tragic Hero</li> <li>• Student note-taking</li> <li>• Oral reading</li> <li>• Student generated photography</li> </ul>	<ul style="list-style-type: none"> <li>• Lens chart</li> <li>• Group findings</li> <li>• Group presentation</li> <li>• Picture of loneliness journal/presentation</li> <li>• Literacy school-wide rubric</li> </ul>
RL. 9-10.1 RL. 9-10.3 RL. 9-10.4 RL. 9-10.5	<ul style="list-style-type: none"> <li>• Discuss the history surrounding a text</li> </ul>	<ul style="list-style-type: none"> <li>• Web quest</li> <li>• KWL chart</li> <li>• Historical documentaries</li> <li>• Art/photography</li> </ul>	<ul style="list-style-type: none"> <li>• Reading questions</li> <li>• Synthesis journals</li> <li>• Great</li> </ul>

			Depression picture journal <ul style="list-style-type: none"> <li>Literacy school-wide rubric</li> </ul>
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### Suggested Resources and Texts:

- *A Separate Peace* John Knowles
- *Of Mice and Men* John Steinbeck
- *After the First Death* Robert Cormier

## Unit 3: There is One World but it is in the 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, non-profit organizations, orphanages, pow-wow, American Indian spirituality, alcoholism, terrorism, patriotism, foil, perspective, point-of-view

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<b>RL.9-10.1</b> <b>RL.9-10.3</b> <b>W.9-10.2.a</b>	<ul style="list-style-type: none"> <li>• Compare the world we live in the ones presented</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipation guide</li> </ul>	<ul style="list-style-type: none"> <li>• Group findings and class discussion</li> <li>• Literacy school-wide rubric</li> </ul>
<b>RL.9-10.1</b> <b>RL.9-10.3</b> <b>W.9-10.2.a</b>	<ul style="list-style-type: none"> <li>• Debate the values and morals of societies</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Class activity/Group debate</li> <li>• Literacy school-wide rubric</li> </ul>
<b>RL.9-10.1</b> <b>RL.9-10.3</b> <b>W.9-10.2.a</b>	<ul style="list-style-type: none"> <li>• Analyze what makes “good families” and “good people”</li> </ul>	<ul style="list-style-type: none"> <li>• Outline form</li> </ul>	<ul style="list-style-type: none"> <li>• Finalized essay</li> <li>• Literacy school-wide rubric</li> </ul>
<b>RL.9-10.1</b> <b>RL.9-10.3</b> <b>W.9-10.2.a</b>	<ul style="list-style-type: none"> <li>• Research unfamiliar places, terms, events, organizations, agencies, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Web quest</li> <li>• Use of databases</li> </ul>	<ul style="list-style-type: none"> <li>• Individual presentations</li> <li>• Literacy school-wide rubric</li> </ul>
<b>W.7.2a</b>	<ul style="list-style-type: none"> <li>• Research the definition and root of terrorism</li> </ul>	<ul style="list-style-type: none"> <li>• Outline</li> <li>• Summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Research paper</li> <li>• Literacy school-wide rubric</li> </ul>

### Suggested Resources and Texts:

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

### Suggested Technology:

- Epson Board for video clips

## Unit 4: The African American Experience after Slavery

### Introduction and Established Goals:

This unit 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 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
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"> <li>• Identify the African-American experience after the Civil War</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-generated note and student note-taking/direct instruction</li> <li>• Civil rights documentary</li> <li>• Civil rights leaders' speeches</li> <li>• "character traits of key players" graphic organizer</li> <li>• Vocabulary organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence-based quizzes</li> <li>• Martin Luther King/Atticus Finch comparison essay</li> <li>• Literacy school-wide rubric</li> </ul>

<b>RL. 9-10.2</b> <b>RL. 9-10.3</b> <b>RI. 9-10.3</b> <b>RI. 9-10.4</b> <b>RI. 9-10.6</b>	<ul style="list-style-type: none"> <li>Analyze and discuss how non-fiction texts/speeches have highlighted and motivated the need for societal change</li> </ul>	<ul style="list-style-type: none"> <li>Civil rights leaders speeches (text/video)</li> <li>Primary source advertisements</li> <li>Protest music</li> </ul>	<ul style="list-style-type: none"> <li>Group findings</li> <li>Group presentation</li> <li>Literacy school-wide rubric</li> </ul>
<b>RL. 9-10.2</b> <b>RL. 9-10.3</b> <b>RI. 9-10.3</b> <b>RI. 9-10.4</b> <b>RI. 9-10.6</b>	<ul style="list-style-type: none"> <li>Analyze and discuss how fictional texts have highlighted and motivated the need for societal change</li> </ul>	<ul style="list-style-type: none"> <li>Poetry analysis</li> <li>Historical setting chart</li> <li>Critical analysis</li> </ul>	<ul style="list-style-type: none"> <li>Group findings</li> <li>Group presentation</li> <li>Poetry analysis journal</li> <li>Literacy school-wide rubric</li> </ul>
<b>RL. 9-10.2</b> <b>RL. 9-10.3</b> <b>RI. 9-10.3</b> <b>RI. 9-10.4</b> <b>RI. 9-10.6</b>	<ul style="list-style-type: none"> <li>Conclude about how literature/rhetoric have supported civil rights and created societal reform</li> </ul>	<ul style="list-style-type: none"> <li>Primary sources</li> <li>Secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>Research paper</li> <li>Literacy school-wide rubric</li> </ul>

### Suggested Resources and Texts:

- The Hate U Give* Angie Thomas
- A Raisin in the Sun* Lorraine Hansberry
- “My Alma Mater” Malcolm X

### Suggested Technology:

- A Time for Justice: America’s Civil Rights Movement* Documentary
- Made in America: The Bloods and the Crips* Documentary

## Unit 5: 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"> <li>• Predict the meanings of new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Non-fiction selection</li> </ul>	<ul style="list-style-type: none"> <li>• Reading out loud</li> <li>• Student input</li> <li>• Literacy school-wide rubric</li> </ul>
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"> <li>• Discuss vocabulary definitions, words in context, and parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-generated notes</li> </ul>	<ul style="list-style-type: none"> <li>• Students sentences</li> <li>• Literacy school-wide rubric</li> </ul>
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	<ul style="list-style-type: none"> <li>• Identify vocabulary synonyms and antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• vocabulary workshop assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice</li> <li>• Quiz</li> <li>• Literacy school-wide</li> </ul>

L.9-10.6			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"> <li>Choose the proper vocabulary word in context</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary workshop assessments</li> </ul>	<ul style="list-style-type: none"> <li>Fill-ins</li> <li>Quiz/test</li> <li>Literacy school-wide rubric</li> </ul>

### Suggested Resources and Texts:

- Sadlier *Vocabulary Workshop* Level D

### Suggested Technology:

- none

## Unit 6: 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.
- They 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, parallel structure, subordination, coordination, dangling modifiers, misplaced modifiers

## 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"> <li>Define, identify, and apply the 8 parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>Pre-quizzes</li> <li>Teacher-generated notes</li> <li>Workbook exercises</li> <li>Board practice</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Creative journals</li> <li>Tests</li> <li>Parts of speech songs</li> <li>Literacy school-wide rubric</li> </ul>
L.9-10.4.a L.9-10.4.b	<ul style="list-style-type: none"> <li>Identify and fix dangling and misplaced modifiers</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-generated notes</li> <li>Workbook exercises</li> </ul>	<ul style="list-style-type: none"> <li>Drawing activity</li> <li>Literacy school-wide rubric</li> </ul>
L.9-10.4.a L.9-10.4.c	<ul style="list-style-type: none"> <li>Use capitalization, commas, semicolons, colons, hyphens, dashes, parenthesis, parallel structure correctly; use a variety of sentences types in writing to reflect meaning</li> </ul>	<ul style="list-style-type: none"> <li>Pre-quizzes</li> <li>Teacher-generated notes</li> <li>Construct lesson plan</li> </ul>	<ul style="list-style-type: none"> <li>Student-created grammar lesson</li> <li>Literacy school-wide rubric</li> </ul>

### Suggested Resources and Texts:

- Warriners *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 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"> <li>• Identify a proper topic and create limiting questions</li> </ul>	<ul style="list-style-type: none"> <li>• Web quest</li> </ul>	<ul style="list-style-type: none"> <li>• Student organizer</li> <li>• Literacy school-wide rubric</li> </ul>
W.9-10.1.a	<ul style="list-style-type: none"> <li>• Critique valid sources</li> </ul>		<ul style="list-style-type: none"> <li>• 4-5 completed</li> </ul>

W.9-10.1.b W.9-10.1.e W.9-10.2	and summaries those selected	<ul style="list-style-type: none"> <li>• Summary lesson</li> </ul>	graded summaries <ul style="list-style-type: none"> <li>• Tentative properly-formatted Works Cited page</li> <li>• Literacy school-wide rubric</li> </ul>
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"> <li>• Create a tentative thesis and outline with citations</li> </ul>	<ul style="list-style-type: none"> <li>• Freshman boot camp</li> <li>• Outline and works cited examples</li> <li>• Easybib activities</li> </ul>	<ul style="list-style-type: none"> <li>• Graded tentative outline and Works Cited</li> <li>• Literacy school-wide rubric</li> </ul>
W.9-10.1.b W.9-10.1.e W.9-10.2	<ul style="list-style-type: none"> <li>• Create a full-rough draft</li> </ul>	<ul style="list-style-type: none"> <li>• self-editing and revision</li> <li>• Peer-editing and revision</li> <li>• Teacher-editing and revision</li> <li>• Student conferencing</li> <li>• Teacher conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Graded rough and final draft</li> <li>• Literacy school-wide rubric</li> </ul>

### 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.