

COURSE OUTLINE: Honors English 9

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| Unit One | <i>The Development of the Tragic Genre</i> | Duration of Unit: 12 weeks |
| Unit Two | <i>Author's Craft</i> | Duration of Unit: 8 weeks |
| Unit Three | <i>There is One World but It Is in This One</i> | Duration of Unit: 8 weeks |
| Unit Four | <i>The African American Experience After Slavery</i> | Duration of Unit: 12 weeks |
| Unit Five | <i>Vocabulary Level D</i> | ongoing |
| Unit Six | <i>Grammar/Mechanics</i> | ongoing |
| Unit Seven | <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 Responsibility
- Demonstrate Respect
- Demonstrate Resiliency

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 writes 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 |
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| RL. 9-10.2 RL. 9-10.7 RL.9-10.9 RI. 9-10.4 | <ul style="list-style-type: none"> • Recognize the dramatic (tragic/comic) form in literature. | <ul style="list-style-type: none"> • Reading and discussion of The Riddle of the Sphinx • Teacher-generated note and student note-taking • Guided reading and class discussion • Evidence-based follow-up questions • Close-reading activities • Film clips • Lecture | <ul style="list-style-type: none"> • Evidence-based quizzes • Quote-analysis text • Script-writing and performance • Literacy school-wide rubric |

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| RL. 9-10.2 RL. 9-10.7 | <ul style="list-style-type: none"> Compare the change in development of the tragic genre. | <ul style="list-style-type: none"> Teacher-generated notes and note taking Guided reading and class discussion of three texts (classical, Shakespearean, and modern tragedy) Guided reading and class discussion of one comedy (Shakespearean) Film clips Comparison/Contrast graphic organizer | <ul style="list-style-type: none"> Evidence-based quizzes Quote analysis tests Culminating analytical essay Literacy school-wide rubric |
| RL. 9-10.2 RL.10.9 RI. 9-10.4 | <ul style="list-style-type: none"> Determine the meaning of dramatic terminology used in the text and recognize how these terms impact the genre as a whole. | <ul style="list-style-type: none"> Teacher-generated notes and note taking Guided reading Quote analysis practice Strategic Grouping | <ul style="list-style-type: none"> Quote analysis quizzes and tests Literacy school-wide rubric |
| RL. 9-10.2 RL. 9-10.7 RL.9-10.9 RI. 9-10.4 | <ul style="list-style-type: none"> Compare the forms of comedy and tragedy. | <ul style="list-style-type: none"> Teacher-generated notes on the history and form of comedy | <ul style="list-style-type: none"> Text comparison Exercises Literacy school-wide rubric |

Suggested Resources and Texts:

- Oedipus* Sophocles
- Romeo and Juliet* Shakespeare
- The Chocolate War* Robert Cormier
- A Midsummer Night's Dream* Shakespeare
- Poetics* Sophocles

Suggested Technology:

- Epson Board for video clips

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"> • 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 | <ul style="list-style-type: none"> • Lens chart • Group findings |

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| | | Tragic Hero <ul style="list-style-type: none"> • Student note-taking • Oral reading • Student generated photography • Strategic Grouping | <ul style="list-style-type: none"> • 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 • Strategic Grouping | <ul style="list-style-type: none"> • Reading questions • Synthesis journals • Great Depression picture journal • Literacy school-wide rubric |

Suggested Resources and Texts:

- *A Separate Peace* John Knowles
- *Of Mice and Men* John Steinbeck
- "A Poison Tree" William Blake
- Other Selected Poetry

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 |
|--------------------------------------|--|--|--|
| 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 • Strategic Grouping | <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 • Strategic Grouping | <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 |

Suggested Resources and Texts:

- *Little Princes* Conor Grennan
- *The Absolutely True Diary of a Part-time Indian* Sherman Alexie

Suggested Technology:

- Epson Board for clips about culture

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 |
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| 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 • Martin Luther King/Atticus Finch comparison essay • Literacy school-wide |

| | | | rubric |
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| 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 |
| 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 fictional texts have highlighted and motivated the need for societal change | <ul style="list-style-type: none"> Poetry analysis Historical setting chart Critical analysis Strategic Grouping | <ul style="list-style-type: none"> Group findings Group presentation Poetry analysis journal Literacy school-wide rubric |
| 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 |
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Suggested Resources and Texts:

- *To Kill a Mockingbird* Harper Lee
- *A Raisin in the Sun* Lorraine Hansberry
- Selections from *I Know Why the Caged Bird Sings* Maya Angelou
- Selections of poetry by Langston Hughes
- “My Alma Mater” Malcolm X
- *The Hate You Give* Angie Thomas
- “Letter from a Birmingham Jail” Martin Luther King, Jr.

Suggested Technology:

- *A Time for Justice: America’s Civil Rights Movement* 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"> • 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 • Strategic Grouping | <ul style="list-style-type: none"> • Students sentences • Literacy school-wide rubric |

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| 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

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.
- 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, 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"> 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, hyphens, dashes, parenthesis, parallel structure correctly; 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"> Student-created grammar lesson Literacy school-wide rubric |
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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:

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 |
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| 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 • Strategic Grouping | <ul style="list-style-type: none"> • 4-5 completed graded summaries • Tentative properly- |

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| | | | formatted Works Cited page <ul style="list-style-type: none"> 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 Strategic Grouping | <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.