

## **District Policies:**

### ***Academic Integrity:***

Academic integrity is essential to the success of an educational community. Students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, multiple submissions and other forms of dishonest or unethical behavior, is prohibited.

### ***Assessment:***

The goal of grading is to report student progress and achievement to the parents to strengthen the home-school connection. The grade should accurately reflect the student's performance in mastering the PA Standards and the WASD curriculum.

### ***Attendance:***

Regular school attendance is vitally important to academic success. Not only does attendance reinforce and enrich the learning process; it also establishes patterns and attitudes that will carry forward into adult work habits. Regular, consistent attendance is a prerequisite to successful school life. Children should be absent only in cases of illness or emergency.

### ***Special Education:***

Our commitment to each student is to ensure a free appropriate public education which begins with the general education setting, with the use of Supplementary Aids and Services. Inclusive education describes the successful education of all students with the appropriate supports and services to participate in and benefit from the general classroom settings and other educational environments.

## **Course Description:**

This genre-specific, thematically driven English course focuses on the conventions, practices, and processes of effective readers and writers. Students are expected to closely read a variety of fiction, poetry and nonfiction in order to gain general knowledge. Students will examine the authors' purposes, audiences, subjects, and contexts, and develop the skills to write across the curriculum. Students will practice strategies needed to solve problems and succeed on standardized tests. Mastery in this course will depend on the students' ability to apply general knowledge and experience to their own evidence-based arguments in a carefully constructed written or oral response.

## **Pennsylvania State Standards:**

### **1.1: Reading Independently**

- 1.1.9.A: Apply appropriate comprehension strategies to interpret and evaluate an author's implied or stated purpose using grade level text.
- 1.1.9.B: Use context clues, knowledge of root words, and word origins as well as reference sources to decode and understand new words.
- 1.1.9.C: Use vocabulary across all academic content areas that demonstrates knowledge of literal and figurative meanings of words, nuances, or connotations of words, and word origins.
- 1.1.9.D: Demonstrate comprehension of grade level text using before reading, during reading, and after reading strategies such as comparing and contrasting within and among texts, and evaluating an author's purpose and position.
- 1.1.9.E: Demonstrate an appropriate rate of silent reading based upon specific grade level texts.

### **1.2: Reading, Analyzing, and Interpreting Text**

- 1.2.9.A: Evaluate text organization and content to determine the author’s purpose, point of view, and effectiveness according to the author’s theses, accuracy, thoroughness, and patterns of logic.
- 1.2.9.B: Differentiate fact from opinion using a variety of texts from public documents and all academic content areas by using accurate information and supporting arguments.
- 1.2.9.C: Distinguish between essential and nonessential information across a variety of texts from all academic content areas, identifying bias or propaganda where present.
- 1.2.9.D: Analyze inferences, citing textual support, drawn from a variety of public documents and all academic content area texts.
- 1.2.9.E: Read, understand, and respond to essential content in a variety of informational texts and documents across all academic content areas.

### **1.3: Reading, Analyzing, and Interpreting Literature – Fiction and Non-Fiction**

- 1.3.9.A: Identify and recognize various literary genre and their relationship to the author’s purpose.
- 1.3.9.B: Analyze the characteristics of poetry, prose, drama, novels, short stories, essays, and other basic genres, explaining the appropriateness of the form chosen by an author for a specific purpose.
- 1.3.9.C: Analyze the use and effectiveness of literary elements used by one or more authors, including characterization, setting, plot, theme, point of view, tone, mood, and style
- 1.3.9.D: Analyze the use and effectiveness of literary devices (e.g., personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, foreshadowing, and flashback) used by one or more authors in a variety of genres.

### **1.6: Speaking and Listening**

- 1.6.9.A: Listen critically and respond to others in small and large group situations.
- Respond with grade level appropriate questions, ideas, information or opinions.
- 1.6.9.B: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.

### **1.7: Characteristics and Functions of the English Language**

- 1.7.9.A: Analyze the role and place of standard American English and informal language when used in speech, writing and literature.

### **1.8: Research**

- 1.8.9.A: Focus on a clear research question and develop and implement an inquiry-based process in carrying out research.
- 1.8.9.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using information from a variety of sources and document sources by using a consistent format for citations. Organize information logically as it relates to research topic. Evaluate information sources for relevance and credibility.
- 1.8.9.C: Create an organized and reasoned product that supports inferences and conclusions drawn from research.

### **1.9: Information, Communication, and Technology Literacy**

- 1.9.9.A: Use media and technology resources for research and problem solving in content learning.
- 1.9.9.B: Analyze the techniques of media messages to evaluate how they influence society.

### **1.2: Reading, Analyzing, and Interpreting Text**

- 1.2.9.A: Evaluate text organization and content to determine the author’s purpose, point of view, and effectiveness according to the author’s theses, accuracy, thoroughness, and patterns of logic.
- 1.2.9.B: Differentiate fact from opinion using a variety of texts from public documents and all academic content areas by using accurate information and supporting arguments.
- 1.2.9.C: Distinguish between essential and nonessential information across a variety of texts from all academic content areas, identifying bias or propaganda where present.
- 1.2.9.D: Analyze inferences, citing textual support, drawn from a variety of public documents and all academic content area texts.

- 1.2.9.E: Read, understand, and respond to essential content in a variety of informational texts and documents across all academic content areas.

#### **1.4. Types of Writing**

1.4.9.A: Write poems, short stories and plays.

- Apply organizational methods standard to the genre.
- Use specific details to enhance the story elements
- Incorporate dialogue to develop character and plot.

1.4.9.B: Write complex informational pieces (e.g. reviews, research papers, instructions, essays, articles)

- Apply purpose / audience appropriate methods to develop the thesis of the piece.
- Use discipline specific vocabulary, precise language, and relevant detail.
- Use relevant graphics (e.g. maps, charts, graphs, tables, illustrations, photographs).
- Evaluate the validity and significance of primary and secondary sources as related to the thesis.

1.4.9.C: Write persuasive pieces.

- Include a clearly stated position or opinion with awareness of audience and topic
- Organize ideas and appeals in a sustained and effective fashion.
- Clarify positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- Anticipate and counter reader concerns and arguments.

#### **1.5 Quality of Writing**

1.5.9.A: Write with a clear focus, identifying topic, task, and audience.

1.5.9.B: Develop content appropriate for the topic.

- Gather, organize, and determine validity and reliability of information.
- Employ the most effective format for purpose and audience.
- Incorporate specialized vocabulary for topic and audience
- Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

1.5.9.C: Write with controlled and/or subtle organization.

- Sustain a logical order throughout the piece.
- Include an effective introduction and conclusion.
- Apply effective, subtle transitional methods within and across paragraphs

1.5.9.D: Write with an understanding of style using a variety of sentence structures and descriptive word choices. Create tone and voice through the use of precise language.

1.5.9.E: Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience, and genre have been addressed.

1.5.9.F: Use grade appropriate conventions of language when writing and editing.

- Spell all words correctly.
- Use capital letters correctly.
- Punctuate correctly
- Use correct grammar and sentence formation.

#### **1.7 Characteristics and Functions of the English Language**

1.7.9.A: Analyze the role and place of standard American English and informal language when used in speech, writing and literature.

#### **1.8: Research**

1.8.9.A: Focus on a clear research question and develop and implement an inquiry-based process in carrying out research.

1.8.9.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using information from a variety of sources and document sources by using a consistent format for citations.

- Organize information logically as it relates to research topic.
- Evaluate information sources for relevance and credibility.

1.8.9.C: Create an organized and reasoned product that supports inferences and conclusions drawn from research.

### **1.9: Information, Communication, and Technology Literacy**

1.9.9.A: Use media and technology resources for research and problem solving in content learning.

1.9.9.B: Analyze the techniques of media messages to evaluate how they influence society.

## **PA Core Standards:**

### **PA COMMON CORE/NATIONAL STANDARDS:**

#### Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

#### CC.1.2.9–10.A

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.

L.N.1.3.1

L.N.1.3.2

L.N.2.3.3

#### CC.1.2.9–10.B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.

L.N.1.3.1

L.N.2.1.1

L.N.2.1.2

#### CC.1.2.9–10.C

Apply appropriate strategies to analyze, interpret, and evaluate how an 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.

L.N.1.1.3

L.N.1.3.3

L.N.2.3.3

L.N.2.3.5

L.N.2.4.1

L.N.2.4.3

#### CC.1.2.9–10.D

Determine an author’s particular point of view and analyze how rhetoric advances the point of view.

L.N.2.3.6

#### CC.1.2.9–10.E

Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

L.N.1.1.3

L.N.2.4.1

L.N.2.4.3

#### CC.1.2.9–10.F

Analyze how words and phrases shape meaning and tone in texts.

L.N.1.1.4

#### CC.1.2.9–10.G

Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

L.N.2.2.3

#### CC.1.2.9–10.H

Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

L.N.2.5.4

L.N.2.5.5

L.N.2.5.6

CC.1.2.9–10.I

Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

CC.1.2.9–10.J

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.

L.N.1.2.4

L.N.1.2.1

L.N.1.2.2

L.N.1.2.3

CC.1.2.9–10.K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

L.N.1.2.1

L.N.1.2.2

L.N.1.2.3

L.N.1.2.4

CC.1.2.9–10.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

#### Reading Literature

Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC.1.3.9–10.A

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.

L.F.1.1.2

L.F.1.3.1

L.F.1.3.2

L.F.2.3.4

CC.1.3.9–10.B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

L.F.1.1.1

L.F.1.3.1

L.F.2.1.2

CC.1.3.9–10.C

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

L.F.1.1.3

L.F.2.3.1

L.F.2.3.4

CC.1.3.9–10.D

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

L.F.2.3.6

CC.1.3.9–10.E

Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.

L.F.1.1.3

L.F.2.3.2

L.F.2.3.3

L.F.2.5.3

CC.1.3.9–10.F

Analyze how words and phrases shape meaning and tone in texts.

L.F.2.3.5

L.F.2.5.1

CC.1.3.9–10.G

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

L.F.2.2.1

L.F.2.2.3

L.F.2.2.4

CC.1.3.9–10.H

Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

L.F.2.2.2

L.F.2.4.1

CC.1.3.9–10.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

L.F.1.2.1

L.F.1.2.2

L.F.1.2.3

L.F.1.2.4

CC.1.3.9–10.J

Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.F.1.2.1

L.F.1.2.2

L.F.1.2.3

L.F.1.2.4

CC.1.3.9–10.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

## Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.9–10.A

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9–10.B

Write with a sharp, distinct focus identifying topic, task, and audience.

C.E.1.1.1

CC.1.4.9–10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

C.E.1.1.2

CC.1.4.9–10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

C.E.1.1.3

C.E.1.1.5

CC.1.4.9–10.E

Write with an awareness of the stylistic aspects of composition.

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

C.E.1.1.4

C.E.2.1.1

C.E.2.1.2

C.E.2.1.3

C.E.2.1.4

C.E.2.1.6

C.E.2.1.7

CC.1.4.9–10.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

C.E.1.1.5

C.E.3.1.1

C.E.3.1.2

C.E.3.1.3

C.E.3.1.4

C.E.3.1.5

CC.1.4.9–10.G

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.9–10.H

Write with a sharp, distinct focus identifying topic, task, and audience.

Introduce the precise claim.

C.P.1.1.1

CC.1.4.9–10.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.

C.P.1.1.2

C.P.1.1.3

CC.1.4.9–10.J

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.

C.P.1.1.2

C.P.1.1.3

C.P.2.1.5

C.P.2.1.6

CC.1.4.9–10.K

Write with an awareness of the stylistic aspects of composition.

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

C.P.1.1.4

C.P.2.1.1

C.P.2.1.2

C.P.2.1.3

C.P.2.1.4

C.P.2.1.6

C.P.2.1.7

CC.1.4.9–10.L

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

C.P.1.1.5

C.P.3.1.1

C.P.3.1.2

C.P.3.1.3

C.P.3.1.4

C.P.3.1.5

CC.1.4.9–10.M

Write narratives to develop real or imagined experiences or events.

.1.4.9–10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9–10.O

Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9–10.P

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9–10.Q

Write with an awareness of the stylistic aspects of writing.

Use parallel structure.

Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9–10.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9–10.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.9–10.T

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.

CC.1.4.9–10.U

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.

CC.1.4.9–10.V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.9–10.W

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.

CC.1.4.9–10.X

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 discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.9–10.A

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.9–10.B

Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CC.1.5.9–10.C

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.1.5.9–10.D

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9–10.E

Adapt speech to a variety of contexts and tasks.

CC.1.5.9–10.F

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.9–10.G

Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

CC.1.4.9–10.A

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9–10.B

Write with a sharp, distinct focus identifying topic, task, and audience.

C.E.1.1.1

CC.1.4.9–10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

C.E.1.1.2

CC.1.5.11–12.C

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.4.9–10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

C.E.1.1.3

C.E.1.1.5

CC.1.4.9–10.E

Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

C.E.1.1.4

C.E.2.1.1

C.E.2.1.2

C.E.2.1.3

C.E.2.1.4

C.E.2.1.6

C.E.2.1.7

CC.1.4.9–10.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

C.E.1.1.5

C.E.3.1.1

C.E.3.1.2

C.E.3.1.3

C.E.3.1.4

C.E.3.1.5

CC.1.4.9–10.G

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.9–10.H

Write with a sharp, distinct focus identifying topic, task, and audience.

- Introduce the precise claim.

C.P.1.1.1

CC.1.4.9–10.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.

C.P.1.1.2

C.P.1.1.3

CC.1.4.9–10.J

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.

C.P.1.1.2

C.P.1.1.3

C.P.2.1.5

C.P.2.1.6

CC.1.4.9–10.K

Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

C.P.1.1.4

C.P.2.1.1

C.P.2.1.2

C.P.2.1.3

C.P.2.1.4

C.P.2.1.6

C.P.2.1.7

CC.1.4.9–10.L

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

C.P.1.1.5

C.P.3.1.1

C.P.3.1.2

C.P.3.1.3

C.P.3.1.4

C.P.3.1.5

C.C.1.4.09-10.M Write narratives to develop real or imagined experiences or events.

CC.1.4.9–10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9–10.O

Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9–10.P

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9–10.Q

Write with an awareness of the stylistic aspects of writing.

- Use parallel structure.
- Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9–10.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9–10.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.9–10.T

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.

CC.1.4.9–10.U

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.

CC.1.4.9–10.V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.9–10.W

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.

CC.1.4.9–10.X

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 discipline-specific tasks, purposes, and audiences.

## Core Curriculum:

### Part A - Semester

UNIT ONE- Narrative Writing/Literary Elements/Short Story

UNIT TWO- Persuasive Writing/The Novel- A War Between the Classes

**Teachers should NOT cover Part B units before the semester changes.**

### Part B - Semester

UNIT THREE- Research /Literary Nonfiction-- Reflection (the Memoir, the Essay, and the Speech)

UNIT FOUR- Expository Writing/Epic Poetry-Heroism

## Course Objectives:

**Students will demonstrate the ability to:**

### COURSE OBJECTIVES:

Students are expected to

- use reading strategies to improve comprehension and to achieve the purposes for reading.
- analyze the function that characters play in a literary text.
- construct meaning from text by making connections between what they already know and the new information they read.
- identify universal themes.
- evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.

UNIT ONE- Narrative Writing/Literary Elements/Short Story

- Identify and explain plot structure (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement) in short stories.
- Understand and explain why plots in short stories usually focus on a single event.
- Analyze how authors create the setting in a short story.
- Define the concept of theme and identify the theme(s) in stories read.
- Identify and explain the use of figurative language in short stories.
- Analyze how authors create tone in short stories.
- Identify the point of view in a short story and analyze how point of view affects the reader's interpretation of the story.
- Identify and explore narrative pieces with an awareness of the stylistic aspects of writing.
- Develop original narrative pieces using the basic conventions of Standard English.
- Provide opportunities to write on a daily basis while practicing effective writing strategies.

UNIT TWO- The Novel- A War Between the Classes

- Learn about the history of the novel as a literary form.
- Recognize the importance of historical context to the appreciation of setting and character.
- Identify major and minor characters.
- Analyze and explain characterization techniques for major and minor characters.
- Explain that novels may have more than one plot and explain the use of multiple plots.
- Recognize the importance of point of view in a novel and why it would not be the same story told from someone else's point of view.
- Read and identify persuasive text.
- Complete the writing process effectively.

- Argue a position on a topic effectively.
- Recognize the effective and ineffective use of the following terms taken from **Keystone Exams: English Composition Glossary to the Assessment Anchor & Eligible Content:**
  1. **Name-calling** is an attack on a person instead of an issue.
  2. **Bandwagon** tries to persuade the reader to do, think or buy something because it is popular or because “everyone” is doing it.
  3. **Red herring** is an attempt to distract the reader with details not relevant to the argument.
  4. **Emotional appeal** tries to persuade the reader by using words that appeal to the reader’s emotions instead of logic or reason.
  5. **Testimonial** attempts to persuade the reader by using a famous person to endorse a product or idea (for instance, the celebrity endorsement).
  6. **Repetition** attempts to persuade the reader by repeating a message over and over again.
  7. **Sweeping generalization (stereotyping)** makes an oversimplified statement about a group based on limited information.
  8. **Circular argument** states a conclusion as part of the proof of the argument.
  9. **Appeal to numbers, facts, or statistics** attempts to persuade the reader by showing how many people think something is true.
- Engage others in a conversation by posing and responding to questions in a group situation.
- Exercise flexibility and willingness in making compromises to accomplish a common goal.
- Collect, evaluate, organize and present information to create a persuasive advertisement.

#### UNIT THREE- Literary Nonfiction-- Reflection (the Memoir, the Essay, and the Speech)

- Identify and explain the characteristics of a memoir.
- Distinguish between an autobiography and a memoir.
- Identify and explain the effect of stylistic devices used in memoirs.
- Identify and analyze the effect of rhetorical strategies in speeches.
- Efficiently find and evaluate relevant primary and secondary sources.
- Identify the characteristics of a properly formatted MLA paper.
- Understand the importance of intellectual property.

#### UNIT FOUR- Drama-Fate

- Identify and explain the elements of an epic poem.
- Identify and explain the characteristics of an epic hero.
- Analyze the relationship between myths or legends and epic poetry.
- Examine the historical context of literary works.
- Compare and contrast how related themes may be treated in different genres.
- Hone effective listening skills during oral presentations and class discussions.
- Write an expository (compare and contrast) essay.
- Write analytically on a variety of literary and nonliterary subjects.
- Communicate effectively when writing and speaking.
- Develop writing that analyzes complex issues.
- Develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques.
- Write a thesis statement.
- Self-edit to review and revise own writing.
- Utilize technology.
- Show evidence of planning.
- Present information clearly, concisely, and logically so listeners can follow the line of reasoning.

**Students will master the following skills:**

- Read silently and aloud
- Define literary terms
- Write journal entries
- Complete K-W-L charts
- Write plot summaries
- Chart plot structures
- Write essay responses
- Discuss plot, character, theme, setting, etc.
- Discuss figurative device usage
- Complete group and individual projects
- Prepare oral presentations
- Listen to multimedia presentations (video/audio)
- Create posters
- Complete worksheets
- Engage in note-taking from mini-lectures, overhead and texts
- Write responses to comprehension, analysis, and critical reading questions
- Conduct library research
- Practice group dynamic skills

## Major Activities to Support Course Objectives: See Pacing Guide Below

### Student Responsibilities:

#### ***Attendance expectations:***

When students are absent, they are encouraged to have a parent/guardian call or email for assignments and check Power School. If aware of absences ahead of time, students should get the assignments prior to the absence, especially for extended absences. Making up work is the responsibility of the **student**. Work that is not made up will receive a zero. Students who **cut** class on a day that a test or a quiz is given will **not** have the opportunity to make it up, and they will receive a zero on any graded assignment that is missed.

#### ***Homework expectations:***

Homework is extremely important! Almost without exception, quizzes and graded class work will be based on the lessons in homework assignments. If homework is disregarded, students will have great difficulty in passing the course. Homework assignments will consist of questions from the textbook, responses to study guide questions, and vocabulary exercises.

#### **Make-Up Work:**

If students are absent on the day that any assignment (homework, quizzes, tests, projects, writing assignments, vocabulary, etc.) is due, they are expected to turn that assignment in the day they return. If students have a prolonged absence due to an extenuating circumstance, a make-up schedule will be provided.

#### **Late Work:**

**All work is expected on the date that it is due!!** However, if you do hand work in late, the late policy is as follows: 10 percent will be deducted the first day and an additional 5 percent will be deducted each day until you reach a 25 percent cap. The teacher will decide when late work will not be accepted during each unit. The late work policy pertains to **all** graded work: graded homework, journals, project, essays, etc. **Late work will not be accepted after we have gone over it as a class.**

## **Assessment:**

### ***Grading Components:***

Students will be graded according to a point system.

<b>Tests</b>	100 points
<b>Quizzes</b>	50 points
<b>Homework</b>	5-40 points
<b>Projects</b>	50-100
<b>Writing</b>	50-100 points

Other assignments that are given on a less frequent basis will be given appropriate point values as needed.

## Content Pacing Guide:

Topic	Major Assignments	Estimated Time
<b>Part A</b>	<b>Part A</b>	<b>Part A</b>
<b>Narrative Writing/Literary Elements/Short Story</b> “The Most Dangerous Game” by Richard Connell “The Necklace” by Guy de Maupassant <b>Any two of the following:</b> “The Cask of Amontillado” by Edgar Allan Poe “The Scarlet Ibis” by James Hurst “The Gift of the Magi” by O. Henry “The Interlopers” by Saki “The Secret Life of Walter Mitty” by James Thurber	Comprehension questions Vocabulary, grammar, and usage Small and large group discussions Group work Journaling Prefixes, suffix, root words Everyday edits Words often confused – word usage Pronoun agreement Verb tense Written Assignment – Literary/theme analysis for a short story of student’s choice Read fiction and nonfiction narratives as selected Review literary terms Review writing techniques Journaling Written Assignment - Complete writing process for a personal narrative	9 weeks
<b>Part A</b>	<b>Part A</b>	<b>Part A</b>
<b>Persuasive Writing/The Novel- A War Between the Classes</b> <u>The Pearl</u> by John Steinbeck  <u>Of Mice and Men</u> by John Steinbeck  Optional <u>Great Expectations</u> by Charles Dickens	Comprehension questions Vocabulary, grammar, and usage Small and large group discussions Group work Journaling Prefixes, suffix, root words Everyday edits Words often confused – word usage Pronoun agreement Verb tense Read persuasive essays and speeches as selected Review persuasive strategies Review writing techniques Journaling Complete writing process for commercial project Written Assignment - Write a critical lens essay analyzing <u>The Pearl</u> and <u>Of Mice and Men</u> by John Steinbeck.	9 weeks
<b>Part B</b>	<b>Part B</b>	<b>Part B</b>
<b>Research/Literary Nonfiction-- Reflection (the Memoir, the Essay, and the Speech)</b> <u>Night</u> by Elie Weisel One or more speeches from the	Comprehension questions Vocabulary, grammar, and usage Small and large group discussions Group work	9 weeks

<p>textbook One or more essays from the textbook</p>	<p>Journaling Prefixes, suffix, root words Everyday edits Words often confused – word usage Pronoun agreement Verb tense Independent research question on a related topic – Annotated Bibliography KWL chart Venn diagram Teacher presentation Class discussion Internet search Journal(s) Research project</p> <ul style="list-style-type: none"> <li>• Presentation- Compare and contrast two search engines, rate and evaluate the sources, assess the strength and limitations of those sources, integrate information into the presentation, maintaining the flow of ideas and avoiding overreliance on any one source.</li> </ul> <p><b>Optional Assignment</b></p> <ul style="list-style-type: none"> <li>• Speech –Perform a dramatic reading of a passage from one of the selections in this unit. Include an introduction that explains: <ul style="list-style-type: none"> <li>○ The occasion/context of the section</li> <li>○ Its literary and historical significance</li> </ul> Record the recitation using a video camera or voice recorder so the performance may be evaluated for accuracy.</li> </ul>	
<p><b>Part B</b></p>	<p><b>Part B</b></p>	<p><b>Part B</b></p>
<p><b>Expository Writing/Epic Poetry-Heroism</b> <i>The Odyssey</i> by Homer “The Devious Narrator of <i>The Odyssey</i>” by Scott Richardson “The Lotos-Eaters” by Lord Alfred Tennyson <b>Optional</b>  Excerpts from <u>Odysseus in America: Combat Trauma and the Trials of Homecoming</u> by Jonathan Shay Excerpts from video: “O Brother, Where Art Thou?”</p>	<p>Comprehension questions Vocabulary, grammar, and usage Small and large group discussions Group work Journaling Prefixes, suffix, root words Everyday edits Words often confused – word usage Pronoun agreement Verb tense Career Exploration Informational Speech – Upload document into Career Cruising portfolio</p> <ul style="list-style-type: none"> <li>○ Present</li> <li>○ Respond to questions</li> </ul> <p>Compare/contrast essay – research, resources, citations</p> <ul style="list-style-type: none"> <li>○ introduction, expository thesis statement, proper MLA format</li> </ul>	<p>9 weeks</p>

**Other supplemental reading materials may be covered as time permits.**