



Textbooks / Instructional Materials:	<b>Collections Grade 9</b> , Beers, Hougen, Jago McBride, Plamer & Stack, Houghton Mifflin Harcourt Publishing, 2015-Common Core, 978-0-544-15994-5 (Bundle)
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### Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

**EDUCATIONAL SERVICES**

**Course Title: English I**

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## EDUCATIONAL SERVICES

### NOTE TO TEACHERS:

Listed below are the California-adopted Common Core State Standards in writing, language, and listening and speaking that students are to master during their ninth grade year. It is expected that these standards are routinely taught within the EDUHSD English I curriculum. By the end of the ninth grade year, students are expected to demonstrate increasing proficiency in each skill set listed below.

Teachers may select appropriate writing assignments for each unit, with the intention of covering **all** of the standards listed below with as much frequency as possible. Suggested writing assignments for each semester are as follows:

- On demand and full process writing assignments
- Various written responses (informal and formal)
- Argumentative
- Explanatory/informative
- Narrative

**\*Teachers are encouraged to assign at least two on demand writing tasks and one full process essay each semester.**

#### **Writing Standards:**

**CCSS WS 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- 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.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

**CCSS WS 2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CCSS WS 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CCSS WS 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
- b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

**CCSS WS 10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Language Standards:**

**CCSS LS 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.\*
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CCSS LS 2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

**CCSS LS 3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**CCSS LS 6:** 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.

### **Speaking and Listening Standards:**

**CCSS SL 1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

## EDUCATIONAL SERVICES

Department: **English / Language Arts**

Course Title: **English I / Advanced English I**

Course Number: **(#0101) / (#0102)**

Unit Title: **Unit 1: Literary Elements and the Writer's Message**

### **Reading Literature:**

CCSS RL 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

CCSS RL2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS RL 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)

CCSS RL 5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

### **Reading Informational:**

CCSS RI 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

CCSS RI 2: . Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text

CCSS RI 3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

### **Writing:**

CCSS WS 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS WS 5: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will read various short story selections, supplemented with non-fiction that relates thematically to the literature. Students will also develop and implement literary vocabulary through both reading analyses and authentic written assignments. Students will organize and format writing based on selected writing style.

**Core Literature:**

- Short stories selected from English 1 anthology

**Suggested Selections:**

- Supplemental non-fiction works

*\*Student exposure to non-fiction is highly recommended based upon CCSS requirements. Selection of appropriate non-fiction titles is left to teacher discretion.*

Final Reading and Writing Assessment

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction of narrative techniques
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Analysis of narratives and non-fiction
- Review of literary elements/relevant terminology
- Vocabulary development
- Direct instruction (written conventions)
- Direct instruction of essay development (teacher may choose type of writing assessment)

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Teachers may use the following assessments to assess student achievement throughout instruction to identify student learning needs and guide ongoing adjustments in instruction to maximize student learning:

- Class discussion (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Essay (S) (\*teacher may choose type—argumentative; explanatory/informative; narrative)

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/requirements for diverse students
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery

**EDUCATIONAL SERVICES**

Department: **English / Language Arts**

Course Title: **English I / Advanced English I**

Course Number: **(#0101) / (#0102)**

Unit Title: **Heroism in Western Culture**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

**Reading Literature:**

CCSS RL 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

CCSS RL2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS RL 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)

CCSS RL 5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise

CCSS RL 6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature

CCSS RL 10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading Informational:**

CCSS RI 7: 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.

**Language Standards:**

CCSS L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. CA

c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. CA

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning

in context or in a dictionary).

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will read various selections from different time periods/cultures, supplemented with non-fiction that relates thematically to the literature. Students need to understand the relevance of historical texts in order to better appreciate its connection to modern world. Students will analyze ancient values, morals, and traditions and compare/contrast them to present times. Students will evaluate traits of ancient and modern heroes, which culminates in their final writing assessment.

Core Literature:

- Mythology
- The *Odyssey*

Suggested Selections: (dependent on site availability)

- Contextual pre-readings
- *D'Aulaires' Book of Greek Myths*
- Edith Hamilton's *Myths and their Meanings*
- English I Anthology
- Other related fiction and non-fiction readings

Suggested Vocabulary Development:

- Roots
- Affixes
- Contextual meanings

*\*Student exposure to non-fiction is highly recommended based upon CCSS requirements. Selection of appropriate non-fiction titles is left to teacher discretion.*

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction of new language, terms, epic conventions
- Direct instruction surrounding ancient tradition/custom/culture
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work (projects, reading, analysis, discussions)
- Analysis of myths, epic poetry, and non-fiction
- Review of literary elements/relevant terminology
- Vocabulary development
- Direct instruction (written conventions)
- Direct instruction of essay development (teacher may choose type of writing assessment)
- Activities that utilize technology and require student presentation

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Teachers may use the following assessments to assess student achievement throughout instruction to identify student learning needs and guide ongoing adjustments in instruction to maximize student learning:

- Class discussion (F)
- Informal/formal writing (discussion questions; analysis; journal responses) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Presentation (S)
- Essay (S) (\*teacher may choose type—argumentative; explanatory/informative; narrative)

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/requirements for diverse students
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery

**EDUCATIONAL SERVICES**

Department: **English / Language Arts**

Course Title: **English I / Advanced English I**

Course Number: **(#0101) / (#0102)**

Unit Title: **Unit #3: Moral Dilemma**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

**Reading Literature:**

CCSS RL 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

CCSS RL2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS RL 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)

CCSS RL 5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise

CCSS RL 10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading Informational:**

CCSS RI 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS RI 2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS RI 3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).  
(See grade 9–10 Language standards 4–6 for additional expectations.) CA

CCSS RI 7: 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

CCSS RI 9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"),

including how they address related themes and concepts.

**Speaking and Listening:**

CCSS SL 1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS SL 5: Make strategic use of digital media (textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will read the core literature selection (*Of Mice and Men*) in addition to other suggested readings that explore the idea of a moral dilemma. Students will continue to develop and implement literary analysis skills while honing their writing craft. Students will learn to research the historical context of a piece of literature to examine how it supports the events of plot and character(s)' struggles. Students will utilize technology and analyze credible primary/secondary resources to develop their research skills and prepare a written/oral response/presentation.

**Core Literature:**

- *Of Mice and Men*

**Suggested Selections:**

- Selections from English I Anthology
- Selected non-fiction
- Historical documents directly related to core literature
- *Dracula* and/or *Les Miserables* (for Advanced Learners)

*\*Student exposure to non-fiction is highly recommended based upon CCSS requirements. Selection of appropriate non-fiction titles is left to teacher discretion.*

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction of new language/review of past terminology
- Direct instruction historical context
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work (projects, reading, analysis, discussions)
- Analysis of conflicts
- Vocabulary development
- Direct instruction (written conventions)
- Direct instruction of essay development (teacher may choose type of writing assessment)
- Activities that utilize technology and require student presentation
- Presentation of research skills, citation, and oral presentation

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Teachers may use the following assessments to assess student achievement throughout instruction to identify student learning needs and guide ongoing adjustments in instruction to maximize student learning:

- Class discussion (F)
- Informal/formal writing (discussion questions; analysis; journal responses) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Presentation (S)
- Essay (S) (\*teacher may choose type—argumentative; explanatory/informative; narrative)

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/requirements for diverse students
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery

## EDUCATIONAL SERVICES

Department: **English / Language Arts**

Course Title: **English I / Advanced English I**

Course Number: **(#0101) / (#0102)**

Unit Title: **Unit #4: Youth on the Threshold**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

**Reading Literature:**

CCSS RL 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

CCSS RL2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS RL 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)

CCSS RL 5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise

CCSS RL 6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature

CCSS RL 7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

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

CCSS RL 10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading Informational:**

CCSS RI 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

CCSS RI 6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**Writing Standards:**

CCSS WS 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

**Speaking and Listening:**

CCSS SL 2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS SL 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCSS SL 4: Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA

- b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA

**Language:**

CCSS L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will read the core literature selections (*Romeo and Juliet* and various poetry) in addition to other suggested readings that explore the idea of the transition from adolescence to adulthood. Students will continue to develop and implement literary analysis skills while honing their writing craft. Students will also develop reading strategies to navigate through difficult text(s). Direct instruction of poetic devices and elements will frontload for student understanding and prepare them to produce a final assessment for the unit.

**Core Literature:**

- *Romeo and Juliet*
- English I Anthology (poetry)

**Suggested Selections:**

- Other poetry
- Ovid's *Pyramus and Thisbe*
- Shakespeare: Author Study (contextual information and biography)
- Selected non-fiction
- *The Bean Trees*
- *The House on Mango Street*
- *Great Expectations* (for Advanced Learners)

*\*Student exposure to non-fiction is highly recommended based upon CCSS requirements. Selection of appropriate non-fiction titles is left to teacher discretion.*

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction of figurative language, word relationships
- Direct instruction historical context
- Critical reading strategies; paraphrasing/translating archaic language
- Annotating a text
- Citing textual evidence
- Collaborative group work (projects, reading, analysis, discussions)
- Vocabulary development
- Direct instruction (written conventions)
- Direct instruction of essay development
- Activities that include poetic recitations which convey the meaning/purpose of the selection.
- Reader's theatre (reading fluency)

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Teachers may use the following assessments to assess student achievement throughout instruction to identify student learning needs and guide ongoing adjustments in instruction to maximize student learning:

- Class discussion (F)
- Informal/formal writing (discussion questions; analysis; journal responses) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Presentation (S)
- Recitation (S)
- Reading Fluency (F/S)
- Essay (S) (\*teacher may choose type—argumentative; explanatory/informative; narrative)

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/requirements for diverse students
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery

**EDUCATIONAL SERVICES**

Department: **English / Language Arts**

Course Title: **English I / Advanced English I**

Course Number: **(#0101) / (#0102)**

Unit Title: **Unit #5: Culture and Conflict**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

**Reading Literature:**

CCSS RL 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

CCSS RL2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS RL 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)

CCSS RL 5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise

CCSS RL 6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature

**Reading Informational:**

CCSS RI 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS RI 2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS RI 3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

CCSS RI 5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA

CCSS RI 6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to

advance that point of view or purpose.

CCSS RI 7: 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

CCSS RI 9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

### **Writing Standards:**

CCSS WS 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

CCSS WS 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Speaking and Listening:**

CCSS SL 1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will read appropriate titles from the school site's English I text selection and/or the English I Anthology to support the reading curriculum of this unit. Teachers will focus on supplementing with non-fiction that is relevant to selected reading. Students will continue to develop and implement literary analysis skills to determine a writer's purpose/message while honing their writing craft. Students will also develop reading strategies to navigate through difficult text(s). Students will engage in the research/presentation/debate of a historical or current cultural conflict and evaluate how differences in cultures and beliefs impact characters and members of society.

### **Core Literature:**

- Non-fiction (current events; historical documents; primary and secondary sources)

**Suggested Selections:**

- *Animal Farm*
- *Farewell to Manzanar*
- Relevant short story and poetry selections from English I Anthology

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction of relevant cultures/customs/traditions/governments/religions
- Direct instruction historical context
- Critical reading strategies; understanding language trends and differences (dialect, meanings, culture-specific information)
- Annotating a text
- Citing textual evidence
- Collaborative group work (projects, reading, analysis, discussions)
- Vocabulary development
- Direct instruction (written conventions)
- Direct instruction of essay development

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Teachers may use the following assessments to assess student achievement throughout instruction to identify student learning needs and guide ongoing adjustments in instruction to maximize student learning:

- Class discussion (F)
- Informal/formal writing (discussion questions; analysis; journal responses) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Presentation (S)
- Essay (S) (\*teacher may choose type—argumentative; explanatory/informative; narrative)

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/requirements for diverse students
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery

**EDUCATIONAL SERVICES**

Department: **English / Language Arts**

Course Title: **English I / Advanced English I**

Course Number: **(#0101) / (#0102)**

Unit Title: **Unit 6: Introduction to Argument (May be taught thematically with another unit)**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

**Reading Informational:**

CCSS RI 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS RI 2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS RI 3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

CCSS RI 5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

- a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA

CCSS RI 6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS RI 7: 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

CCSS RI 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCSS RI 10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

**Writing Standards:**

CCSS WS 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and

limitations of both in a manner that anticipates the audience's knowledge level and concerns.

- c. 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.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

CCSS WS 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS 5: 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. (Editing for conventions

should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

CCSS WS 6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS WS 7: 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

CCSS WS 8: 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 including footnotes and endnotes. CA

### **Speaking and Listening:**

CCSS SL 4: Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA

- a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis,

conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) CA

CCSS SL 5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS SL 6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

The primary focus of this unit to teach students the value of persuasion, including attention to research and the delivery of argument. Students will read and annotate a variety of textual selections to identify and evaluate textual evidence, persuasive strategies, and subject-specific vocabulary. Students will use this information to develop a written, research-based argument with either a digital or spoken component.

**Core Literature:**

- Non-fiction selections from primary and secondary resources

**Suggested Selections:**

- Speeches/Satire (*A Modest Proposal*)
- Historical documents
- Digital media
- Narratives
- Debates
- Documentaries

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction of Aristotle’s persuasive strategies
- Direct instruction rhetorical devices: repetition, parallel structure; argument/counterargument; logical fallacy; etc
- Critical reading strategies; analyzing structure and writer’s purpose; analyzing rhetorical devices; source credibility
- Annotating a text
- Citing textual evidence
- Collaborative group work (projects, reading, analysis, discussions)
- Student-led debate
- Vocabulary development
- Direct instruction (written conventions)
- Direct instruction of essay development

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Teachers may use the following assessments to assess student achievement throughout instruction to identify student learning needs and guide ongoing adjustments in instruction to maximize student learning:

- Class discussion (F)
- Demonstration of Critical Reading Strategies (Annotation) (F/S)
- Informal/formal writing (discussion questions; analysis; journal responses) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)

- Project-based learning (S/F)
- Debate (F/S)
- Presentation (S) (Oral or digital media and essay-based)
- Essay (S) (\*teacher may choose type—argumentative; explanatory/informative; narrative)

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/requirements for diverse students
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery