



UTICA COMMUNITY SCHOOLS

Course Title: English 9

Course Content Expectations:

Part I: High School Reading: The Short Story

Big Ideas: Survival, Coming of age, Sacrifice, True wisdom, Seven emotional triggers (flattery, fear, greed, anger, guilt, exclusivity and salvation).

Theme Statement: *Reaction to adversity can result in positive effects.*

Students will create and collect from the following suggested assignments:

- Expository pieces (thesis; supporting evidence; examples of author's tone)
- Summaries of fiction and nonfiction pieces
- Writing samples demonstrating writing to access prior knowledge, writing to learn, writing to demonstrate learning; and ability to read critically (e.g. *What does the text say?/How does it say it?/What does it mean?/So what?*)

Writing Assessments:

- Demonstrate critical thinking by answering the following questions about the article, poem and/or memoir: *What does the text say? /How does it say it? /What does it mean? /So what?*
- Comparison/Contrast relationships from a short story reflecting on an issue.
- Persuasive essay responding to an issue raised in a selection
- A research project related to the disposition, theme, and/or content of the text; refining the topic, presenting a logical thesis statement, and indicting sources of relevant information.

Understand and recognize the literary elements and devices:

- Short Story

Understand the use and effect of literary elements of drama

- Plot
- Rising action
- Conflict (internal/external)
- Climax
- Falling action
- Resolution

- Theme
- Setting
- Character development
- Mood
- Tone
- Style
- Author's purpose

Be able to define and recognize literary devices

- Narration /point of view
- Figurative language
- Imagery
- Simile / metaphor
- Personification
- Symbolism
- Foreshadowing
- Irony / sarcasm
- Implied meanings
- Onomatopoeia
- suspense

Understand and be able to discuss historical/cultural

- understanding human nature
- different time period
- connection to self—own perspective on coming of age

Read and understand informational text

- textbooks

Know and be able to identify expository elements

- Thesis
- Supporting ideas
- Writer's tone

Be able to identify organizational patterns

- Categorization
- Compare-contrast
- Definition
- Description
- enumeration

Know how to use textual features

- table of contents
- titles, subtitles, heading
- illustrations

- bullets and symbols
- captions, footnotes
- bibliography/references

Ongoing Literacy Development

- **Vocabulary** (Understand vocabulary meaning through context. Know meanings of roots/affixes/origins. Build academic vocabulary: scientific. Understand the use of dialect.).
- **Grammar skills** (Recognize elements of dialogue. Apply parts of speech correctly. Use correct punctuation: commas, semicolons.).
- **Reading Strategies** (Identify purpose; preview text. Understand, and then analyze; make annotations. Identify thesis, evidence, structure, style, and organization. Summarize; ask questions, visualize, make connections, determine importance, infer, synthesize, and monitor comprehension).
- **Writing strategies** (Use the writing process. Identify purpose and audience. Revise with checklist. Critique/evaluate own writing; Develop a note taking system).

Part 2: Introduction to High School Writing: Memoir, Descriptive Essay, Expository Essay, and Poetry

Big Ideas: Discovery, Revelation, Voice, Reflection, Introspection, Exponential Personal Growth

Theme Statement: *Writing is a way of knowing, showing, and becoming.*

Students will create and collect from the following suggested assignments:

- Memoir/reflective writing
- Descriptive essay—drawing on the five senses and using strong visual images, precise details, and appropriate word choice and sentence structure to support mood.
- Write persuasively in response to an issue.
- Writing samples to access prior knowledge, writing to learn, writing to demonstrate learning; and ability to read critically (e.g. *What does the text say? /How does it say it? /What does it mean? /So what?*)
- When doing research, identify bias in sources.
- Analyze poetry answering the following questions: *What does the text say? /How does it say it? /What does it mean? /So what?*

Know and be able to discuss/write about literary movements in American literature

- Uses strong visual images
- Draws on five senses
- Includes precise details

- Sees through a new lens
- Employs word choice/sentence structure that matches purpose
- Uses literary devices

Be able to write and recognize Poetry

- Captivates/involves the reader
- Uses form to interpret idea creatively and effectively
- Uses concise language-vivid, detailed images
- Shows strong emotion
- Includes rich, imaginative language

Be able to write and recognize Memoir/reflective

- Responds to a significant event in retrospect
- Uses narrative structure
- Employs literary devices
- Uses first-person point of view
- Shows emotion

Recognize and be able to write

- Expository elements: thesis, supporting evidence, writer's tone (attitude) and purpose

Be able to identify organizational patterns

- Categorization
- Compare-contrast
- Cause and effect
- Problem and solution
- Definition
- Description
- enumeration

Understand and discuss textual features

- footnotes
- bibliography/references

Understand and research process

- footnotes
- sources

Ongoing Literacy Development

- **Vocabulary** (Understand vocabulary meaning through context. Use descriptive language. Build academic/specialized vocabulary.)

- **Grammar skills** (Choose effective words. Use punctuation correctly—commas, semi-colons, and apostrophes).
- **Reading Strategies** (Read like a writer. Identify thesis, evidence, structure, style, and organization. Take notes and summarize. Ask questions, visualize, make connections, determine importance, infer, synthesize, and monitor comprehension. Read 8-10 books per year in ELA class; 25 books per year across the curriculum).
- **Writing strategies** (Use the writing process/mentor text. Attend to purpose/audience/style. Keep portfolio/writer's notebook. Participate in writer's workshop. Revise/critique/evaluate own writing using rubrics and checklists.)
- **Research** (Use research process. Identify bias in sources.)

Part 3: Contemporary Realistic Fiction, Novel

Big Ideas: Integrity, truth, tolerance, courage, relationships, responsibility, equality

Theme Statement: *Problems become solutions when approached from a different perspective.*

Text: *To Kill a Mockingbird—Harper Lee and Getting Away with Murder—Chris Crowe*

Students will create and collect from the following suggested assignments:

- Explain through the use of various media, whether or not students have had a change of attitude on race issues after reading, viewing, discussing and writing about the Duke selection, *Mississippi Trial, 1955; Getting Away with Murder;* and *To Kill a Mockingbird.*
- Create a mini-saga
- Research and report on Harper Lee's life.
- Evaluate web sites
- Write a persuasive letter to the editor.
- Create an article in a haiku poem.

Understand and recognize the literary elements and devices

- Novel
- Poetry

Be able to define and recognize literary elements

- Plot (exposition, rising action, climax, falling action, resolution)
- Mood, tone, style
- Conflicts: person against self; person against society; person against person; person against nature
- Theme
- Author's purpose

- Character development

Be able to define and recognize literary devices

- Narration / point of view
- Figurative language
- Symbolism
- Imagery
- Foreshadowing
- Allusions
- Implied meaning

Understand the historical/cultural importance

- Equality
- Stereotyping
- Understanding human nature

Recognize and discuss expository elements

- Thesis
- Supporting ideas
- Statistical evidence
- Chronology

Recognize and discuss organizational patterns

- Fact/opinion
- Compare/contrast
- Theory/evidence

Recognize and use textual features

- Letter-to-editor format: salutations, body, signature
- Interview format with dialogue
- Article format with headings, subheadings, photographs, boldface, italics, and parentheses

Ongoing Literacy Development

- **Vocabulary** (Understand vocabulary meaning through context. Build academic vocabulary. Know meaning of roots and affixes.)
- **Grammar skills** (Apply parts of speech correctly. Know elements of dialogue.)
- **Reading Strategies** (Identify purpose. Preview text. Understand, and then analyze. Make annotations. Identify thesis, evidence, structure, style, and organization; summarize. Summarize. Ask questions, visualize, make connections, determine importance, infer, synthesize, and monitor comprehension.)

- **Writing strategies** (Use the writing process. Identify purpose and audience. Revise with checklist. Critique/evaluate own writing. Use vivid verbs. Develop a note-taking system. Select appropriate language for the audience.)
- **Research** (Use research process. Evaluate websites.)

Part 4: Epic Poetry

Big Ideas: Journey, perceptions, Perspective, Relationships, Time Passage, Survival, Courage, Bravery, Faithfulness, Effects of War.

Theme Statement: *Journeys can change perceptions indelibly.*

Text: *The Odyssey* by Homer

Students will create and collect from the following suggested assignments:

- Convert a published or previously written story into a narrative poem.
- Research a heroic adventure in another culture and present.
- Demonstrate critical thinking by answering the following questions about the article, poem and/or memoir: *What does the text say? /How does it say it? /What does it mean? /So what?*
- Write persuasively: does a poem meet the criteria of an epic poem?
- Respond to a scenario that requires comparison and contrast.
- Convert an article to an epic poem stanza capturing a message of the article.
- Convert a biographical essay into a narrative poem.
- Choose a research project related to the disposition or theme of the assessment refining the topic, presenting a logical thesis statement, and predicting sources of relevant information.

Understand literary elements and devices:

- Epic narrative poetry

Know and recognize literary elements

- Indirect and direct characterization
- Epic hero
- Character flaws
- Theme
- Character development
- Poetic structure
- Author's purpose
- Time passage
- dialogue

Know, recognize and use literary devices:

- Narration / point of view
- Figurative language

- Irony / sarcasm
- Symbolism, imagery
- Metaphor, simile, personification
- Foreshadowing
- Implied meaning
- Onomatopoeia
- Suspense
- Extended metaphor
- Allusion

Understand and discuss the historical/cultural relevance

- Understanding human nature

Read and understand informational text

- Informational articles
- Essays
- Literary nonfiction

Know and recognize expository elements

- Main ideas or topic sentences, details, examples
- Facts and opinions
- Writer's tone

Understand, recognize and use organizational patterns

- Fact / opinion
- Compare/contrast
- Inverted pyramid
- Problem / solution
- Cause / effect numeration

Understand and recognize textual features

- Titles and headings
- Illustrations
- Captions

Ongoing Literacy Development

- **Vocabulary** (Understand vocabulary meaning, through context. Know meanings of roots/affixes/origins. Build academic vocabulary: scientific and literary.)
- **Grammar skills** (Recognize elements of dialogue. Apply parts of speech correctly. Use correct punctuation: commas, semicolons.)
- **Reading Strategies** (Identify purpose. Preview text. Understand and then analyze. Identify thesis, evidence, structure, style, and organization. Summarize. Ask questions, visualize, make connections, determine importance, infer, synthesize, and monitor comprehension.)

- **Writing strategies** (Use the writing process. Identify purpose and audience. Revise with checklist. Critique/evaluate own writing. Develop note taking system. Analyze poetic structure.)

Part 5: Shakespearean Drama

Big Ideas: Responsibility, Conflict, Resolution, Choices, Call to Action, Deception, Mistakes, Tragedy, Lessons, Relationships.

Theme Statement: *Achieving a vision for the future begins with a need and requires clarity, perseverance, and self-determination.*

Text: *Shakespeare's Romeo and Juliet*

Students will create and collect from the following suggested assignments:

- Create a multimedia presentation for teens providing a primer for decision making that includes the following:
 - An explanation of recent research that reveals the brain does not fully mature in decision-making capacities until the early twenties.
 - Examples of ineffective decision making leading to tragic outcomes drawn from real life and literature.
 - Suggestions of ways to say, "No."
 - Advice on a decision making process that will build in safeguards for teens.
- Demonstrate critical thinking by answering the following questions about the article, poem and/or memoir: *What does the text say? /How does it say it? /What does it mean? /So what?*
- Write and present a persuasive speech.
- Translate a Shakespearean scene into vernacular.
- Create an adaption of a Shakespearean scene.
- Use library sites when conducting research.
- Write one full research report using MLA.

Understand literary elements and devices:

- Elements and structure of Shakespearean drama, Elizabethan syntax.

Know and recognize literary elements

- Monologue, soliloquy
- Dialogue between characters
- Comedy/tragedy
- Plot, structure: pyramid
- Syntax, style, form
- Iambic pentameter
- Blank verse
- Character analysis

Know, recognize and use literary devices:

- Foreshadowing
- Symbolism
- Figurative language
- Imagery
- Metaphor
- Simile
- Oxymoron
- Allusions
- Dramatic Irony

Understand and discuss the historical/cultural relevance

- Influence of language
- Archaic language vs. modern language
- Social action
- Social issues Shakespeare address

Read and understand informational text

- Characteristics of literary nonfiction
- websites

Know and recognize expository elements

- thesis/message
- supporting ideas
- consequences
- poetic flow
- pacing
- emphasis (strong verbs)
- repetition
- tone
- advise
- examples
- description

Understand, recognize and use organizational patterns

- Fact / opinion
- Problem / solution
- Cause / effect

Understand and recognize textual features

- Table of contents
- Titles, subtitles, headings
- Illustrations
- Bullets

- Captions, footnotes
- Bibliography/references

Ongoing Literacy Development

- **Vocabulary** (Understand vocabulary meaning, through context. Know meanings of roots/affixes/origins. Build academic vocabulary: scientific and literary.)
- **Grammar skills** (Apply parts of speech correctly. Know elements of dialogue.)
- **Reading Strategies** (Identify purpose. Preview text. Understand and then analyze. Identify thesis, evidence, structure, style, and organization. Summarize. Ask questions, visualize, make connections, determine importance, infer, synthesize, and monitor comprehension.)
- **Writing strategies** (Use the writing process. Identify purpose and audience. Revise with checklist. Critique/evaluate own writing. Develop note taking system. Analyze poetic structure.)