



New York Mills High School

Curriculum Document

Curriculum Area: English

Course Name: English

Common Course Catalog Number: 124

Length of Course: Two semesters

Pre-Requisite:

Grade Level: 9 I & II

Course Description:

This course will be a collaboration of reading, writing, and speaking with an emphasis on preparing students to meet state standards. Since our overall theme will be “Exploring Literature”, we will read and study works from various authors and genres. Our main novel will be *The Hobbit* by J.R.R Tolkien where we will be focusing on the Heroic Journey which will be applied to various pieces of literature throughout the course. Students will also read independently with novels of the student’s choice that suits the expectation of the course assignment. There will be many other short stories, poems, nonfiction readings, and dramas that we will read throughout the year including *Romeo & Juliet*.

In addition, we will develop grammar skills, vocabulary knowledge, and utilize the six plus one writing traits. Outline skills in both writing and speech will be stressed in addition to focusing on interpersonal communication in both written and oral communication. My goal throughout the literature and study within this course is to help students strengthen their skills in reading, writing, and speaking.

Essential Learner Outcomes (5 to 7)

*Students will be able to analyze theme, character and plot, as well as determine meaning and impact of word choice, tone and text structure. Students will also be able to analyze the

representation of a subject in two different mediums and how an author uses source material in a specific work.

***Students will be able to cite evidence to support analysis of central idea, specific points made, impact of word choice, structure of development, and author's use of rhetoric. Students will also analyze various accounts of a subject, delineate and evaluate arguments, and analyze significant historical United States documents.**

***Students will be able to apply the writing process over extended time frames and shorter time frames to various writing styles, including argumentative, informative/explanatory, narrative and other creative texts, and research.**

***Students will be able to organize, initiate, and participate in collaborative discussions using multiple and diverse sources and evaluating other speakers' reasoning, and using a multimodal approach, logically present to a variety of audiences information appropriate to purpose.**

***Students will be able to effectively use proper English grammar, capitalization, punctuation, and spelling in different contexts of written and verbal communication. Students will build vocabulary and an understanding of figurative language and word relationships, making effective choices based on their knowledge.**

Units of Study:

***Literature:**

Fiction—short stories as found in literature book; study of elements; study of the oral tradition

Poetry—various poetic forms from literature book and other sources; study of elements

Drama—Romeo and Juliet

Independent Reading

***Informational Text:**

Nonfiction—literary nonfiction

Research for informative speech

Independent Reading

***Writing:**

Review of 6+1 Traits of Writing

Oral Traditions analysis

Explanatory Hero analysis

Compare & Contrast Film/Novel Analysis

***Speaking, Viewing, Listening, and Media Literacy**

Class discussions

Perform an interview

Research for informative speech

Informative speech presentation

***CCR Anchor Language Standards**

Weekly word study

Weekly grammar lessons

Editing and revising written work

English 9 “I Can” Statements

The student will be able to

SWBAT Analyze ...

- **Explicit and inferential information from Literature and Informational texts (R.L.9.4.1.1, R.L.9.5.1.1)**
- **in detail the development of a theme over the course of the text, including how it emerges and is shaped and refined by specific details. (R.L.5.2.2, R.I.5.2.2)**
- **how complex characters develop the course of a text, interact with other characters, and advance plot or develop theme. (R.L.9.4.3.3)**
- **how an author unfolds analysis using order, how ideas are introduced and developed, and the connections drawn. (R.I.9.5.3.3)**
- **How the structure or form of a piece of literature and informational text develop and refine ideas or claims (sentences, paragraphs, section/chapter). (R.I.9.5.5.5)**
- **a particular point of view or cultural experience reflected in a work of literature from outside the United States (world literature). (R.L.9.4.6.6)**
- **Determine an author’s point of view or purpose in a text and analyze uses of rhetoric (R.I.9.5.6.6)**
- **representation of a subject or key scene in two different artistic mediums for informational and literary texts. (R.L.9.4.7.7)**
- **various accounts of a subject told in different mediums (R.I.9.5.7.7)**
- **how an author draws on and transforms source material in a specific work (How Minnesota American Indian author uses oral tradition to create works of literature) (R.L.9.4.9.9)**

SWBAT Cite...

- **Strong and thorough textual evidence in both literature and informational texts. (R.L.9.4.1.1, R.I.9.5.1.1)**

SWBAT Determine...

- **Theme or central idea in both literature and informational texts (R.L.9.4.2.2, R.I.9.5.2.2)**
- **Meanings of words and phrases used in a text including: figurative, connotative, and technical meanings. (R.L.9.4.4.4, R.I.9.5.4.4)**
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SWBAT Summarize...

- **A piece of literature and informational text (R.L.9.4.2.2, R.I.7.5.2.2)**

SWBAT Read and comprehend

- **self-selected nonfiction and fiction texts independently (R.I.9.5.10.10, R.L.9.4.10.10)**

SWBAT Delineate and evaluate

- **the argument and specific claims in a text. (R.I.9.5.8.8)**

SWBAT Write...

- **arguments to support claims (W. 9.7.1.1.)**
 - **introduce precise claim, distinguish alternate or opposing claims, create organization that establishes clear relationships**

- develop claim and counterclaim supplying evidence keeping audience in mind.
 - use words, phrases, and clauses to link, create cohesion, and clarify relationships between sections of the text, claims, counterclaims, reasons, and evidence
 - establish and maintain a formal style and objective tone.
 - provide a concluding statement that follows from and supports the argument
- **informative/explanatory texts to examine and convey complex ideas, concepts, and information (W. 9.7.2.2.)**
 - introduce topic
 - organize complex ideas, concepts, and information to make important connections and distinctions (formatting and multimedia where needed)
 - develop topic with well-chosen, relevant, and sufficient facts, definitions, concrete details, quotations, examples, etc.
 - use appropriate and varied transitions
 - use precise language and domain-specific vocabulary to inform or explain topic
 - Establish and maintain a formal style and objective tone
 - provide concluding statement that follows form and supports information or explanation presented articulating implications or significance of topic.
- **narratives/creative texts to develop real or imagined events (W. 9.7.3.3.)**
 - establish context, point of view; introduce narrator/characters; create a smooth progression of events
 - use literary and narrative techniques to build on one another to create a coherent whole
 - use precise words, relevant descriptive details, figurative and sensory language
 - provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the text

SWBAT Produce...

- **clear and coherent writing (W. 9.7.4.4.)**
 - development, organization, style are appropriate to task, purpose, audience

SWBAT Use...

- **a writing process to develop and strengthen writing (W. 7.7.5.5.)**
 - planning, drafting, revising, editing, rewriting
 - focusing on addressing what is most significant for a specific purpose and audience
- **technology, including the Internet (W. 9.7.6.6.)**
 - to produce and publish and update individual or shared writing products
 - to link to other information
 - to display information flexibly and dynamically

SWBAT Conduct...

- **short and sustained research projects to answer a question (W. 9.7.7.7.)**
 - synthesize several sources
 - demonstrate understanding of the subject under investigation

SWBAT Gather...

- relevant information from multiple print and digital sources (W. 9.7.8.8.)
 - use advanced search terms effectively
 - assess usefulness of sources in answering research question
 - integrate information into the text selectively
 - avoid plagiarism
 - standard format for citation

SWBAT Draw evidence from literary or informational texts to support analysis, reflection, and research (W. 9.7.9.9.)

SWBAT Write routinely over extended and shorter time frames for a range of discipline tasks, purposes, audiences. (Independently select some topics and formats.) (W. 9.7.10.10.)

SWBAT Initiate and Participate effectively in a range of collaborative discussions (SVLML. 9.9.1.1.)

build on others' ideas while expressing their own

- come prepared, having read/researched material
- work with peers to set rules for collegial discussions and decision making
- propel conversations by posing and responding to questions
- actively incorporate others
- respond thoughtfully to diverse perspectives while discussing points of differences
- make new connections in light of new information

SWBAT Integrate...

- multiple sources presented in diverse media (SVLML. 9.9.2.2.)

SWBAT Evaluate...

- the credibility and accuracy of each source (SVLML. 9.9.2.2)

SWBAT Present information, findings, and evidence clearly, concisely, and logically in a style appropriate to purpose, audience, and task with respect to intellectual property (SVLML. 9.9.4.4.)

SWBAT Make strategic use of digital media in presentations. (SVLML. 9.9.5.5.)

SWBAT Adapt speech according to context, audience, task, feedback. (SVLML. 7.9.6.6.)

- Apply assessment criteria to evaluate oral presentations by self and others.

SWBAT Understand, analyze, use different types of print, digital, multimodal media. (SVLML. 9.9.7.7.)

- recognize ethical standards and safe practices in social and personal media communications to understand the consequences of personal choices

SWBAT Create a multimedia work, a remix of original work, or a piece of digital communication for specific purpose. (SVLML. 9.9.8.8.)

- Present, transform, or remix content in ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and different types of Creative Commons licenses
- publish/share with audience

SWBAT Demonstrate command of the conventions of Standard English

- grammar and usage when writing and speaking (L. 9.11.1.1.)

- use parallel structure
- use various types of clauses to add variety and interest to writing
- capitalization, punctuation, and spelling when writing (L. 9.11.2.2.)
 - use a semicolon and color

SWBAT apply knowledge of language and its conventions while writing, speaking, reading, listening (L. 9.11.3.3.)

- write and edit work

SWBAT Determine/clarify the meaning of unknown words and phrases (L. 7.11.4.4.)

- use context clues
- identify and correctly use patterns of word changes indicating part of speech
- consult reference materials
- verify preliminary determination of word meanings or phrase

SWBAT Demonstrate understanding of figurative language, word relationships, and nuance in word meanings to extend word consciousness. (L. 9.11.5.5.)

- interpret figures of speech in context
- analyze nuances in meaning of words with similar denotations

SWBAT Acquire and use words appropriate to grade level. (L. 9.11.6.6.)

- demonstrate independence in gathering vocabulary knowledge

