

English I

English Language Arts

Grade(s) 9th, Duration 1 Year, 1 Credit
Required Course

Course Overview

Course Description: Students taking English I commonly lack confidence in one or more of the language skills areas. They can expect to build confidence in those areas by reviewing skills in writing, grammar, speaking and listening, and literature and extending those skills to more critical thinking, writing, speaking, and reading which will be required of them in other subject matter areas of high school and the work world beyond high school.

This course builds on reading, writing, listening, and speaking skills learned in junior high. The literature selections will include readings from nonfiction and fiction works in which reading, vocabulary, and spelling skills will be increased. The class will study at least one novel as a class in addition to completing outside reading requirements. Grammar, mechanics, and writing techniques will continue to be developed. Students will write a variety of essays and complete at least one research project/paper.

Timeframe	Unit	Scope And Sequence
		Instructional Topics
5 Week(s)	Back to the Basic	1. Parts of Speech 2. Subject & Predicate 3. Types of Sentences 4. Run-on Sentences 5. Summary
13 Week(s)	Novel Studies	1. Lord of the Flies Ch 1 - 3 2. Lord of the Flies Ch 4 - 6 3. Lord of the Flies Ch 7-9 4. Lord of the Flies Ch 10-12 5. Compare and Contrast 6. Lord of the Flies Essay
8 Week(s)	Creative Writing	1. Figurative Language 2. Comparing a Musician to a Poet 3. Color & Five Sense Poem 4. Imagery 5. Rhythm & Types of Poems 6. Romeo & Juliet Pre Reading & Act 1 7. Romeo & Juliet Act 2 8. Romeo & Juliet Act 3 9. Romeo & Juliet Act 4 10. Romeo & Juliet Act 5 11. Compare & Contrast 12. Character Recast 13. Romeo & Juliet Scene Retelling
6 Week(s)	Research	1. Determine Topic & Initial Research 2. Introduction Paragraph 3. Body Paragraph 4. Conclusion Paragraph

Prerequisites

To Be Proficient:

1. Determine vocabulary meaning.
2. Identify the main idea and supporting details.
3. Make connections--compare, contrast, analyze.
4. Analyze text features.
5. Analyze figurative language and literary techniques.
6. Draw accurate conclusions.
7. Summarize and paraphrase ideas and information.
8. Explain literary elements.
9. Explain reasoning, inferences, and sources.
10. Explain proposed solutions.
11. Explain evidence and use of information.
12. Explain organizational patterns.
13. Explain the author's point of view, viewpoint/perspective, and purpose.
14. Explain the author's style and word choice.

Course Details

Unit: Back to the Basic

Duration: 5 Week(s)

English I

English Language Arts

Grade(s) 9th, Duration 1 Year, 1 Credit
Required Course

Unit Description

Students will refocus back on things taught in previous years. We will start with parts of speech and build upwards. We will cover parts of speech, sentence structure, sentence type/purpose, run-on sentences, verb tense, and writing a summary.

Academic Vocabulary

Parts of Speech - Noun, Verb, Adverb, Adjective, Conjunction aka FANBOY, Pronoun, Preposition, and Interjection.

Sentence Structure - Subject, Predicate, Direct Object, Indirect Object, and Subject Complement.

Types of Sentences - Simple, Compound, Complex, Compound/Complex, Independent Clause, and Dependent Clause.

Sentence Purpose - Declarative, Interrogative, Imperative, and Exclamatory.

Summary

Summative Assessment

There will be an end of semester test where all the information will be quizzed on.

Materials and Resources (optional)

Worksheets
Slides
Class Discussions
Partner Work
Quizzes

Topic: Parts of Speech


Duration: 4 Day(s)

Topic Description (short)

We will be going over the 8 parts of speech. We will do 4 a day then two days of review.

Learning Targets

Conventions of Grammar and Structure
Analyze a text using specific evidence
Apply Reading Strategies
Conventions of Reading
Develop Vocabulary

Learning Targets linked to Priority Standard = 

Topic: Subject & Predicate


Duration: 4 Day(s)

Topic Description (short)

We will be working on identifying the subject and predicate of sentences.

Learning Targets

Conventions of Grammar and Structure
Apply Reading Strategies
Conventions of Reading
Develop Vocabulary
Use Conventions of Grammar and Structure

Learning Targets linked to Priority Standard = 

Topic: Types of Sentences


Duration: 4 Day(s)

Topic Description (short)

We will work on identifying different types of sentences for two days and review for two days.

Learning Targets

Conventions of Grammar and Structure
Apply Reading Strategies
Conventions of Reading
Develop Vocabulary

Learning Targets linked to Priority Standard = 

Topic: Run-on Sentences

Duration: 4 Day(s)

Topic Description (short)

We will work on identifying run-on sentences and how to fix them. Then we will have two days of review.

Learning Targets

Conventions of Grammar and Structure
Apply Reading Strategies

English I

English Language Arts

Grade(s) 9th, Duration 1 Year, 1 Credit
Required Course

Conventions of Reading
Develop Vocabulary

Learning Targets linked to Priority Standard = +

Topic: Summary

Duration: 4 Day(s)

Topic Description (short)

We will work on making an accurate summary and knowing what a summary is. We will read stories and then make summaries based on the material read. We will then have two days of review.

Learning Targets

Conventions of Grammar and Structure
Apply Reading Strategies
Conventions of Reading
Develop Vocabulary

Learning Targets linked to Priority Standard = +

Unit: Novel Studies

Duration: 13 Week(s)

Unit Description

We will be focusing on literary elements, context, setting, character, plot, literary devices, conflicts and themes. The whole class will read a novel and break them apart based on the literary elements. There will be corresponding vocabulary work for them to complete as well. Additional assignments will vary and we will alternate and focus on different literary elements in each story.

Academic Vocabulary

Literary Elements - Tone, Style, Point of View, Mood, Conflict, Character, Setting, Theme, and Plot.

Parts of Plot - Exposition, Conflict, Rising Action, Climax, Falling Action, and Resolution.

There will also be vocabulary from the story being read for the kids to define.

Essay Parts - Introduction, Thesis Statement, Body Paragraphs, and Conclusion.

Summative Assessment

There will be an end of semester test where all the information will be quizzed on.

Materials and Resources (optional)

Worksheets
Class Book Set
Slides
Class Discussions
Partner Work
Quizzes
Essay

Topic: Lord of the Flies Ch 1 - 3

Duration: 4 Day(s)

Topic Description (short)

We will read the chapters and do corresponding worksheets over the chapters. There will be comprehension and vocabulary questions.

Learning Targets

Determine vocabulary meaning.
Analyze a text using specific evidence
Analyze fiction
Analyze the role of word choice on tone

Learning Targets linked to Priority Standard = +

Topic: Lord of the Flies Ch 4 - 6

Duration: 4 Day(s)

Topic Description (short)

We will read the chapters and do corresponding worksheets over the chapters. There will be comprehension and vocabulary questions.

Learning Targets

Determine vocabulary meaning.
Analyze a text using specific evidence
Analyze fiction
Analyze the role of word choice on tone

Learning Targets linked to Priority Standard = +

Topic: Lord of the Flies Ch 7-9

Duration: 4 Day(s)

English I

English Language Arts


Grade(s) 9th, Duration 1 Year, 1 Credit
Required Course

Topic Description (short)

We will read the chapters and do corresponding worksheets over the chapters. There will be comprehension and vocabulary questions.

Learning Targets

- Determine vocabulary meaning.
- Analyze a text using specific evidence
- Analyze fiction
- Analyze the role of word choice on tone

Learning Targets linked to Priority Standard = 

Topic: Lord of the Flies Ch 10-12


Duration: 4 Day(s)

Topic Description (short)

We will read the chapters and do corresponding worksheets over the chapters. There will be comprehension and vocabulary questions.

Learning Targets

- Determine vocabulary meaning.
- Analyze a text using specific evidence
- Analyze fiction
- Analyze the role of word choice on tone

Learning Targets linked to Priority Standard = 

Topic: Compare and Contrast


Duration: 4 Day(s)

Topic Description (short)

The students will compare Lord of the Flies to The Hunger Games. Both have similar themes and they will have to identify the similarities as well as the differences using a graphic organizer.

Learning Targets

- Analyze a text using specific evidence
- Analyze fiction
- Apply post-reading skills to comprehend, interpret, analyze, and evaluate text.
- Apply Reading Strategies
- Conventions of Reading
- Produce clear and coherent narrative writing
- Use Conventions of Grammar and Structure
- Utilize Conventions of Reading

Learning Targets linked to Priority Standard = 

Topic: Lord of the Flies Essay


Duration: 10 Day(s)

Topic Description (short)

Students will pick from a selection of topics related to the book Lord of the Flies. They will either be writing an argumentative, explanatory, or a narrative essay depending on the topic they pick. Each class period we will break down the essay and only work on certain aspects of the essay such as starting with the introduction and following with the body paragraphs and ending on the conclusion paragraph.

Learning Targets

- Analyze a text using specific evidence
- Brainstorm and outline an essay
- Conventions of Grammar and Structure
- Write a clear and organized essay
- Utilize the Conventions of the Writing Process

Learning Targets linked to Priority Standard = 

Unit: Creative Writing

Duration: 8 Week(s)

Unit Description

Students will work on learning forms of figurative language and the correct way to use them. There will be a poetry section within the unit as well as a short story section where they will compose their own stories. They will use what they learned from the Back to the Basics unit and the Story Analysis unit to progress through this unit.

Academic Vocabulary

Poetry - Epic Poem, Ballad, Haiku, Sonnet, Lyrics, Odes, Free Verse, Rhythm, Figurative Language, Metaphors, Similes, Personification, Onomatopoeia, Imagery, Structure, Stanza, Volta, Rhyme Scheme, Alternate Rhyme, Mono-rhyme, Couples Rhyme, Limerick, Pace, Stress, Flow, and Narrative.

Short Stories - Genre, Setting, Character, Plot, Theme, Moral Lesson, Literary Devices, Point of View, Imagery, Foreshadowing, Diction, Tone, First Person, Second Person, Third Person Limited, Third Person Omniscient, Syntax, Formal, Informal, Colloquial, Slang, fable, Mini Saga,

English I

English Language Arts

Grade(s) 9th, Duration 1 Year, 1 Credit
Required Course

Vignette, Magical Realism, Minimalism, Sketch Story, Narrative, Nonfiction, Fiction,

Summative Assessment

There will be an end of semester assessment where all the information will be quizzed on.

Materials and Resources (optional)

Worksheets
Stories
Slides
Class Discussions
Partner Work
Quizzes
Projects

Topic: Figurative Language

Duration: 4 Day(s)

Topic Description (short)

We will discuss what is poetry and cover the first aspect which is Figurative Language.

Learning Targets

Analyze a text using specific evidence
Analyze fiction
Analyze the role of word choice on tone

Learning Targets linked to Priority Standard = +

Topic: Comparing a Musician to a Poet

Duration: 4 Day(s)

Topic Description (short)

We will discuss as a group the similarities and different of a poet and a musician. Then we will analyze different poems and songs from poets/musicians. Then the students will pick a musician and poet to compare on their own.

Learning Targets

Analyze a text using specific evidence
Utilize the Conventions of the Writing Process

Learning Targets linked to Priority Standard = +

Topic: Color & Five Sense Poem

Duration: 2 Day(s)

Topic Description (short)

The student will learn how to write a color poem as well as a five senses poem. They will then make their own of each and illustrate their poem.

Learning Targets

Apply Reading Strategies
Conventions of Grammar and Structure
Develop Vocabulary
Produce clear and coherent narrative writing
Self- and peer-edit an essay
Use the Conventions of Grammar and Structure
Utilize Conventions of Reading

Learning Targets linked to Priority Standard = +

Topic: Imagery

Duration: 2 Day(s)

Topic Description (short)

We will discuss what is imagery? How to identify imagery? Then the student will have to comprehend what the author is talking about in their imagery. By the end of this the students will be writing their own poems using imagery.

Learning Targets

Analyze a text using specific evidence
Analyze the role of word choice on tone

Learning Targets linked to Priority Standard = +

Topic: Rhythm & Types of Poems

Duration: 4 Day(s)

Topic Description (short)

We will discuss the purpose of rhythm and how it is used in poems. Then we will look at the different types of poems and their importance. After that they will illustrate two different types of poems to help break down the poems meaning. The last thing they will do is to wrote two different style poems based on two different pictures.

Learning Targets

English I

English Language Arts

Grade(s) 9th, Duration 1 Year, 1 Credit
Required Course

Analyze a text using specific evidence
Analyze fiction
Apply post-reading skills to comprehend, interpret, analyze, and evaluate text.
Apply Reading Strategies
Conventions of Reading
Determine vocabulary meaning.
Develop Vocabulary
Identify conflicts
Identify figurative language
Identify themes
Produce clear and coherent narrative writing

Learning Targets linked to Priority Standard = +

Topic: Romeo & Juliet Pre Reading & Act 1

Duration: 4 Day(s)

Topic Description (short)

The student will answer seven opinion questions that relate to Romeo and Juliet.

After that we will start by breaking off into groups to read the scenes in Act 1. Each student will have to have a summary of what happened in their scene.

They will then come back together to have a representative from each scene tell the rest of the class what happened. This will help them fill out their graphic organizer timeline of each act and the events that occurred.

After that they will have to compare a modern song to one of the scenes from the act we just read.

Learning Targets

Determine vocabulary meaning.
Analyze a text using specific evidence
Analyze fiction
Analyze the role of word choice on tone

Learning Targets linked to Priority Standard = +

Topic: Romeo & Juliet Act 2

Duration: 4 Day(s)

Topic Description (short)

We will start by breaking off into groups to read the scenes in Act 1. Each student will have to have a summary of what happened in their scene.

They will then come back together to have a representative from each scene tell the rest of the class what happened. This will help them fill out their graphic organizer timeline of each act and the events that occurred.

After that they will have to compare a modern song to one of the scenes from the act we just read.

Learning Targets

Determine vocabulary meaning.
Analyze a text using specific evidence
Analyze fiction
Analyze the role of word choice on tone

Learning Targets linked to Priority Standard = +

Topic: Romeo & Juliet Act 3

Duration: 4 Day(s)

Topic Description (short)

We will start by breaking off into groups to read the scenes in Act 1. Each student will have to have a summary of what happened in their scene.

They will then come back together to have a representative from each scene tell the rest of the class what happened. This will help them fill out their graphic organizer timeline of each act and the events that occurred.

After that they will have to compare a modern song to one of the scenes from the act we just read.

Learning Targets

Determine vocabulary meaning.
Analyze a text using specific evidence
Analyze fiction
Analyze the role of word choice on tone

Learning Targets linked to Priority Standard = +

English I

English Language Arts

Grade(s) 9th, Duration 1 Year, 1 Credit
Required Course

Topic: Romeo & Juliet Act 4

Duration: 4 Day(s)

Topic Description (short)


We will start by breaking off into groups to read the scenes in Act 1. Each student will have to have a summary of what happened in their scene.

They will then come back together to have a representative from each scene tell the rest of the class what happened. This will help them fill out their graphic organizer timeline of each act and the events that occurred.

After that they will have to compare a modern song to one of the scenes from the act we just read.

Learning Targets

- Determine vocabulary meaning.
- Analyze a text using specific evidence
- Analyze fiction
- Analyze the role of word choice on tone

Learning Targets linked to Priority Standard = 

Topic: Romeo & Juliet Act 5

Duration: 4 Day(s)

Topic Description (short)


We will start by breaking off into groups to read the scenes in Act 1. Each student will have to have a summary of what happened in their scene.

They will then come back together to have a representative from each scene tell the rest of the class what happened. This will help them fill out their graphic organizer timeline of each act and the events that occurred.

After that they will have to compare a modern song to one of the scenes from the act we just read.

Learning Targets

- Determine vocabulary meaning.
- Analyze a text using specific evidence
- Analyze fiction
- Analyze the role of word choice on tone

Learning Targets linked to Priority Standard = 

Topic: Compare & Contrast


Duration: 4 Day(s)

Topic Description (short)

We will watch the movie Romeo & Juliet to compare the movie to the book.

Learning Targets

- Analyze a text using specific evidence
- Analyze fiction
- Determine vocabulary meaning.
- Develop Vocabulary
- Produce clear and coherent narrative writing

Learning Targets linked to Priority Standard = 

Topic: Character Recast


Duration: 2 Day(s)

Topic Description (short)

The student will pick 10 characters from Romeo & Juliet and then recast them as modern actors. They have to give accurate reasoning why they picked who they picked.

Learning Targets

- Conventions of Grammar and Structure
- Conventions of Reading
- Create an effective presentation
- Develop Vocabulary
- Gather relevant research
- Produce clear and coherent narrative writing
- Use appropriate eye contact and body language when presenting
- Use the Conventions of Grammar and Structure
- Utilize the Conventions of the Writing Process

Learning Targets linked to Priority Standard = 

English I

English Language Arts

Grade(s) 9th, Duration 1 Year, 1 Credit

Required Course

Topic: Romeo & Juliet Scene Retelling

Duration: 4 Day(s)

Topic Description (short)

You will randomly pick a scene from Romeo and Juliet to retell that scene.

The character names stay the same, but you can change any of the outcomes in the scene. It does not need to take place in the same time period you can make it a modern retelling. It does not have to be realistic, it can be a fantasy story instead.

I want you to make it your own story and enhance it in any way while staying within the guidelines.

A page and a half minimum requirement.

After everyone has completed the assignment we will discuss the changes we made to the scenes. As well as compare and contrast everyone's different takes on the story.

Learning Targets

Analyze fiction

Analyze the role of word choice on tone

Apply post-reading skills to comprehend, interpret, analyze, and evaluate text.


Apply Reading Strategies

Apply post-reading skills to comprehend, interpret, analyze, and evaluate text features.

Conventions of Reading

Use Conventions of Grammar and Structure

Utilize Conventions of Reading

Learning Targets linked to Priority Standard = 

Unit: Research

Duration: 6 Week(s)

Unit Description

In this unit the students will learn and work on finding information about a certain topic. Then they will correctly relay that information in their own words or quote the source in the correct format. The work that will be done will be project and paper based.

Academic Vocabulary

Topic, Pre-Search, Materials, Credibility, and Sources.

Summative Assessment

There will be an end of semester assessment where all the information will be quizzed on.

Materials and Resources (optional)

Worksheets

Slides

Class Discussions

Partner Work

Quizzes

Research Paper

Topic: Determine Topic & Initial Research

Duration: 2 Day(s)

Topic Description (short)

Students will pick their topic within the broad category based on the project. They will then need to start researching sources for their topic.

They will need to find at least 3 sources and cite them.

Learning Targets

Analyze a text using specific evidence


Analyze credibility of research sources

Brainstorm and outline an essay

Conventions of Grammar and Structure

Write a clear and organized essay

Utilize the Conventions of the Writing Process

Learning Targets linked to Priority Standard = 

Topic: Introduction Paragraph

Duration: 2 Day(s)

Topic Description (short)

Once the topic has been picked and the beginning stages of research have taken place the students will begin writing the introduction paragraph for their presentation.

Learning Targets

Brainstorm and outline an essay

Conventions of Grammar and Structure


Write a clear and organized essay

English I

English Language Arts

Grade(s) 9th, Duration 1 Year, 1 Credit
Required Course

Utilize the Conventions of the Writing Process

Learning Targets linked to Priority Standard = 

Topic: Body Paragraph


Duration: 4 Day(s)

Topic Description (short)

using the sources they found they will choice three important things that coincide with their topic to explain more on. They will use their previous sources to make three paragraphs, one for each point.

Learning Targets

- Brainstorm and outline an essay
- Conventions of Grammar and Structure
- Write a clear and organized essay
- Utilize the Conventions of the Writing Process

Learning Targets linked to Priority Standard = 

Topic: Conclusion Paragraph

Duration: 2 Day(s)

Topic Description (short)

Students will then wrap up their whole research in a paragraph re explaining their topic.

Learning Targets

- Brainstorm and outline an essay
- Conventions of Grammar and Structure
- Write a clear and organized essay
- Utilize the Conventions of the Writing Process

Learning Targets linked to Priority Standard = 