

**Course Description**

This course involves all aspects of the communication arts curriculum - reading, writing, listening, and speaking for the potential college-bound student. Emphasis is placed on the mastery, application, and enhancement of key skills in literature and writing. Writing is directly correlated to or in response to literature selections. Language skills such as grammar, usage, and mechanics are covered throughout the year in connection with student writing. At least one novel will be read each semester.

**Scope and Sequence**

| Timeframe | Unit                      | Instructional Topics  |
|-----------|---------------------------|---|
| 6 Week(s) | Short Story               | 1. Reading critically<br>2. Comma Usage<br>3. Literary Analysis<br>4. Harrison Bergeron/ blended writing lesson               |
| 6 Week(s) | Lord of the Flies         | 1. Ongoing Student Analysis Journal<br>2. Mock Trial<br>3. Symbolism  |
| 6 Week(s) | The Taming of the Shrew   | 1. Shakespeare prereading<br>2. DI lesson<br>3. Language and modern connections<br>4. The Taming of the Shrew Reading journal |
| 6 Week(s) | The Things They Carried   | 1. Connecting text to other sources<br>2. Reading Journal<br>3. Pre Reading Vietnam War info                                  |
| 6 Week(s) | Fahrenheit 451            | 1. Reading Journal<br>2. Writing about the Novel<br>3. Informational Text   |
| 6 Week(s) | Poetry/ Literary analysis | 1. Introduction to poetry<br>2. Literary Analysis Essays<br>3. Poetry Exploration and modeling                                |

**Prerequisites**

English I

**Course Instructional Resources/Textbook**

Reading materials will be supplied by the instructor, or will be available in electronic form.

**Course Details**

**UNIT: Short Story** -- 6 Week(s)

**Unit Description**

Students will study and conduct deep analyses of several short stories. Relevant nonfiction texts will be brought in for study, comparison, and synthesis as well. The grammar focus will be the appropriate use of commas, and the writing component will be a literary analysis of particular story elements.

**Enduring Understandings/Essential Learner Outcomes**

Students will be able to critically read literature, understanding how authors use certain literary devices and elements to craft meaning in a story.

Students will be able to identify and apply themes from works of literature to their own lives.

Students will understand that writers write with different purposes in mind.

Students will understand that written communication and proper grammar mechanics promote fluency of communication. They will

see writing as a multi step process that is reflective.

Students will understand that all good literature reveals truths about the human experience that transcends its time.

Students will understand that short stories allow us to explore the human experience across cultures and throughout history.

**Academic Vocabulary**

Infer, draw conclusions, analyze, cite, textual evidence, support, figurative language, denotation, connotation, themes, point of view, cumulative impact, syntax, tone, writing process, writing style, voice, purpose, audience, revise, edit,

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**TOPIC: Reading critically** -- 6 Week(s)

**Description**

Students will study and conduct deep analyses of several short stories. Relevant nonfiction texts will be brought in for study, comparison, and synthesis as well.

**Academic Vocabulary (What terms will students need to know?)**

Infer, draw conclusions, analyze, cite, textual evidence, support, figurative language, denotation, connotation, themes, point of view, cumulative impact, syntax, tone

**Learning Targets**

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Assessment:** Written Document/Paper

ELA.9.RI.1.A

Students will be able to determine the meaning of words in context.

**Assessment:** Ongoing- throughout the unit, students will be asked to use context clues and prior knowledge to determine the meaning of unknown words.

ELA.9.RI.1.B

Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

**Assessment:** Class Discussion/Participation

ELA.9.RL.2.C

Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

**Assessment:** Class Discussion/Participation

ELA.9.RL.2.C

Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

**Assessment:** Classroom Observation

ELA.9.RL.3.D

Analyze how an author uses rhetoric to advance point of view or purpose.

**Assessment:** Presentation

ELA.9.RI.2.B

Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

ELA.9.RI.2.D

**TOPIC: Comma Usage** -- 3 Week(s)

**Description**

Students will learn and practice proper comma usage

**Academic Vocabulary (What terms will students need to know?)**

phrase, clause, independent clause, dependent clause, appositive

**Learning Targets**

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative,

**Assessment:** Written Document/Paper

ELA.9.W.3.A

**TOPIC: Literary Analysis** -- 2 Week(s)

**Description**

Students will write a 2-3 page analysis of a short story or stories. Instructor will provide individual writing assignments based on individual needs of students.

**Academic Vocabulary (What terms will students need to know?)**

Infer, draw conclusions, analyze, cite, textual evidence, support, figurative language, denotation, connotation, themes, point of view, cumulative impact, syntax, tone, writing process, writing style, voice, purpose, audience, revise, edit,

**Learning Targets**

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Assessment:** Class Discussion/Participation

ELA.9.RI.1.A

Using the writing process, students will compose an analysis of a short story.

**Assessment:** Essay

ELA.9.W.2.A

Students will write a well organized essay using standard conventions of English.

**Assessment:** Essay

ELA.9.W.3.A

**TOPIC: Harrison Bergeron/ blended writing lesson** -- 5 Day(s)**Description**

Students will read "Harrison Bergeron" by Kurt Vonnegut. They will then watch two videos, view charts, and read news articles about the "everybody wins" or "everybody gets a trophy" mentality. They will then write a blended essay using at least three of the given sources defending their position on the topic.

**Academic Vocabulary (What terms will students need to know?)**

synthesis  
academic writing  
argument  
modes of writing

**Learning Targets**

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Assessment:** Class Discussion/Participation

ELA.9.RL.1.A

Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

**Assessment:** Written Document/Paper

ELA.9.RI.1.C

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Assessment:** Written Document/Paper

ELA.9.RL.1.A

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**Assessment:** Written Document/Paper

ELA.9.W.2.A

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.

ELA.9.W.1.A.2

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

ELA.9.W.1.A.2

Analyze how similar ideas or topics are portrayed in different media formats.

ELA.9.RI.3.A

Analyze how similar ideas or topics are portrayed in different media formats.

ELA.9.RI.3.A

Evaluate how effectively two or more texts develop similar ideas/topics.

ELA.9.RI.3.B

Read and comprehend informational text independently and proficiently.

ELA.9.RI.3.D

Interpret visual elements of a text and draw conclusions from them (when applicable).

ELA.9.RL.1.C

**UNIT: Lord of the Flies** -- 6 Week(s)**Unit Description**

Lord of the Flies is an allegorical piece of literature written to study the effects of civilization (or lack thereof) on the human psyche. We will explore the many examples of good vs evil and we will also go deep into the symbolic nature of the novel.

**Enduring Understandings/Essential Learner Outcomes**

- How is an individual responsible to a community?
- How do the actions of characters reveal their personalities?
- What does it mean to be civilized?
- When is restricting a society's freedom a good thing?
- How do society's views and stereotypes affect a person's power?

**Academic Vocabulary**

Analyze, synthesize, comprehend, evaluate, apply

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**TOPIC: Ongoing Student Analysis Journal** -- 6 Week(s)

**Description**

Students will create and keep an ongoing blog throughout the reading of the novel.

**Academic Vocabulary (What terms will students need to know?)**

Analyze, synthesize, evaluate, create, apply

**Learning Targets**

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELA.9.RI.1.A

**TOPIC: Mock Trial** -- 1 Week(s)

**Description**

Students will form teams: Team Jack, Team Ralph, and Team Judges (instructor will choose groups). Judges will have to prepare questions to figure out what really happened on the island. Team Jack and Team Ralph will have to prepare a defense as well as a statement of what happened throughout their time on the island.

**Academic Vocabulary (What terms will students need to know?)**

- Point of view
- motivation
- objective
- subjective
- societal expectations
- social order
- gender expectations

**Learning Targets**

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Assessment:** Rubric/ checklist for each students' contributions to the discussion/ trial

ELA.9.RL.1.A

Analyze how points of view is reflected in the characters, setting, and plot.

**Assessment:** Students will be assessed according to the checklist/ rubric for this activity.

ELA.9.RL.2.B

Analyze how points of view is reflected in the characters, setting, and plot.

Analyze how points of view is reflected in the characters, setting, and plot

**Assessment:** Checklist/ rubric for mock trial.

ELA.9.RL.2.B

Analyze how complex characters develop over the course of a text to advance the plot and develop the theme

**Assessment:** Checklist/ rubric for mock trial.

ELA.9.RL.2.D

**TOPIC: Language and modern connections** -- 2 Week(s)

**Description**

Students will be able to read the language of Shakespeare and explain and/ or write a modern translation for given acts/

**Academic Vocabulary (What terms will students need to know?)**

textual evidence

**Learning Targets**

Students will be able to make meaning of the symbolism in the novel by using textual evidence from the novel as well as making inferences.

ELA.9.RL.1.A

**UNIT: The Taming of the Shrew** -- 6 Week(s)

**Unit Description**

Shakespeare's play, *The Taming of the Shrew* is one of his most famous and is therefore an important part of understanding the beauty and mastery of his storytelling. Other works of literature through the ages have borrowed through the themes, lines, and characters of this play. This is a Shakespearean comedy, so students will learn that comedy is ageless and timeless.

**Enduring Understandings/Essential Learner Outcomes**

Is the play sexist or is it merely a product of its time?

How is the individual shaped by his/ her society, especially in regards to gender roles and expectations?

How have gender roles changed throughout history?

How does culture impact a text?

How does an author use writing techniques to establish voice?

**Academic Vocabulary**

Interpret, pun, metaphor, symbol, infer, conclude, voice, theme, sonnet, meter, characterization

**TOPIC: Shakespeare prereading** -- 2 Day(s)

**Description**

Students will work in groups to complete various activities that will aid in the understanding of Shakespeare, his life, his times, and his language.

**Academic Vocabulary (What terms will students need to know?)**

Act, scene, Shakespearean, theater, bard, rhythm, rhyme, iambic pentameter, plot, theme

**Learning Targets**

Analyze how multiple texts reflect historical and/or cultural contexts

ELA.9.RL.3.C

**TOPIC: DI lesson** -- 2 Day(s)

**Description**

Students work through a Shakespearean sonnet, work on vocabulary in context, and work on a characterization activity.

**Academic Vocabulary (What terms will students need to know?)**

rhyme scheme, metaphor, simile, turn, repetition, alliteration,

**Learning Targets**

Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader

ELA.9.RL.2.A

**TOPIC: Language and modern connections** -- 2 Week(s)**Description**

Students will be able to read the language of Shakespeare and explain and/ or write a modern translation for given acts/ scenes. Students will also be able to make connections to modern life, movies, other books, real life experiences, etc.

**Academic Vocabulary (What terms will students need to know?)**

textual evidence  
inferences  
explicitly  
theme  
summary

**Learning Targets**

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELA.9.RL.1.A

Analyze multiple performances of a story, drama, or poem evaluating how each version interprets the source text.

ELA.9.RL.3.A

Explain how and why an author alludes to or transforms source material within his or her text

ELA.9.RL.3.B

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

ELA.9.RL.1.B

Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

ELA.9.W.1.A.1

**TOPIC: The Taming of the Shrew Reading journal** -- 6 Week(s)**Description**

Students will keep a journal reflecting on and explaining what they're reading in the play.

**Academic Vocabulary (What terms will students need to know?)**

Character traits  
motivation  
plot  
theme

**Learning Targets**

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

ELA.9.W.2.A

Review, revise, and edit writing with consideration for the task, purpose, and audience.

- Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

ELA.9.W.3.A

**UNIT: The Things They Carried** -- 6 Week(s)**Unit Description**

Students will read the book, learn about historical context, and focus on the importance of point of view in a story.

**Enduring Understandings/Essential Learner Outcomes**

How does an individual make life choices? How can an individual make sure that those choices are right for him or her?

How do a person's actions define him or her?

How do you find a way to tell your own story? Why is it important to tell your own story, and how do you make people care?

How does an author work his personal experiences into his craft? Why do authors use fiction to write about personal experiences?

**Academic Vocabulary**

point of view, analysis, infer, historical context

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**TOPIC: Connecting text to other sources** -- 1 Day(s)

**Description**

DI activity including news articles, photographs, political cartoons, quotes, and point of view questions.

**Academic Vocabulary (What terms will students need to know?)**

point of view

**Learning Targets**

I can use sources other than the novel to understand historical context.

I can use nonfiction sources to support a claim about historical fiction.

**Assessment:** Mini writing assessments (focused writing, 2-3 paragraphs.

ELA.9.RL.1.A

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**TOPIC: Reading Journal** -- 6 Week(s)

**Description**

Students will be required to answer questions, fill out charts, and work with other members of the class to complete questions and reflections about the novel.

**Academic Vocabulary (What terms will students need to know?)**

internal conflict

protagonist

antagonist

figurative language

imagery

symbolism

motivation

**Learning Targets**

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

ELA.9.W.2.A



**TOPIC: Writing about the Novel** -- 1 Week(s)

**Description**

Students will write argumentatively- they may write a letter, a song, a poem, or other creative piece that fulfills the requirements

**Academic Vocabulary (What terms will students need to know?)**

protest

**Learning Targets**

Students will be able to find themes throughout the reading of the text, analyze the development of these themes, and explain why O'Brien made the literary choices that he did in the text.

Throughout the reading, we will discuss and journal about character development, theme, and the author's choice to write this as a fictional work, rather than a memoir.

**Assessment:** Ongoing journals and final test.

ELA.9.RI.1.D

Students will be able to participate in a Socratic Seminar where they intelligently discuss points of the novel, including but not limited to: point of view, connecting the stories in the novel to current events of the time, and author's choices in presentation of characters, ideas, and events.

**Assessment:** Socratic Seminar

ELA.9.SL.1.B

**UNIT: Fahrenheit 451** -- 6 Week(s)

**Unit Description**

Students will read the novel, complete a reading journal, read informational text that will add depth to the novel, and find modern connections (songs, films, TV shows, articles, etc) that will enhance meaning and relevance of the text.

**Enduring Understandings/Essential Learner Outcomes**

Can fiction reveal truth?

How are stories from different times and places about me?

What is society's role in framing its own rules?

Is censorship necessary?

Is protest good or bad?

**Academic Vocabulary**

censorship

protest

theme

suspense

connotative language

denotative language

**TOPIC: Reading Journal** -- 5 Week(s)

**Description**

Students will be expected to create and keep a reading response journal as they are reading the novel.

**Academic Vocabulary (What terms will students need to know?)**

plot

theme

character development

turn/ shift

**Learning Targets**

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self- select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

ELA.9.W.2.A

**TOPIC: Writing about the Novel** -- 1 Week(s)

**Description**

Students will write argumentatively- they may write a letter, a song, a poem, or other creative piece that fulfills the requirements of the assignment.

**Academic Vocabulary (What terms will students need to know?)**

protest  
argument  
audience  
purpose  
setting  
academic writing

**Learning Targets**

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self- select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

ELA.9.W.2.A

**TOPIC: Informational Text** -- 2 Day(s)

**Description**

Students will complete an anticipation chart and then read an article about the possible implications of Google on our intelligence.

**Academic Vocabulary (What terms will students need to know?)**

editorial  
footnotes  
anecdote

**Learning Targets**

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Assessment:** Discussion, teacher observation, and anticipation pages

ELA.9.RI.1.A

Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

ELA.9.RI.2.A

Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

ELA.9.RI.2.C

**UNIT: Poetry/ Literary analysis** -- 6 Week(s)

**Unit Description**

Students will read poetry from different time periods, will write their own original poems, and will write a formal literary analysis of a poem/ poems.

**Enduring Understandings/Essential Learner Outcomes**

How is poetry relevant today?  
Where can I find poetry in today's world?  
Why do some poems stand the test of time?  
How do authors enhance their poems by using different types of devices?

**Academic Vocabulary**

Simile  
Metaphor  
Shift/ turn  
Allusion  
Rhyme scheme  
Theme

Imagery  
Meter  
Alliteration

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**TOPIC: Introduction to poetry** -- 1 Week(s)

**Description**

Students will watch videos of authors performing poetry, will listen to select songs, will be given varies types of poems to read, and will review literary terms for poetry.

**Academic Vocabulary (What terms will students need to know?)**

genre  
theme  
tone  
shift/ turn  
metaphor  
simile  
hyperbole

**Learning Targets**

Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

**Assessment:** Formatively assessed

ELA.9.RL.1.D

Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

**Assessment:** Formatively assessed

ELA.9.RL.1.D

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**TOPIC: Literary Analysis Essays** -- 3 Week(s)

**Description**

Students will write a formal essay about a poem or poems. Students will choose the poem(s) from an approved list given by the teacher.

**Academic Vocabulary (What terms will students need to know?)**

literary analysis  
audience  
academic writing

**Learning Targets**

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self- select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**Assessment:** Final written essay

ELA.9.W.2.A

**TOPIC: Poetry Exploration and modeling** -- 2 Week(s)**Description**

Students will read selected poems, will find their own poems based on teacher given guidelines, and will write their own poems using other poems as models.

**Academic Vocabulary (What terms will students need to know?)**

epic poetry  
rhyme scheme  
free verse  
stanza  
prose poetry

**Learning Targets**

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Assessment:** The booklets will be assessed according to the scoring guide. There will also be formative assessments.

ELA.9.RL.1.A

Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Assessment:** The booklets will be assessed according to the scoring guide. There will also be formative assessments.

ELA.9.RL.1.A

Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

ELA.9.SL.1.A

Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

ELA.9.SL.1.A

Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.

ELA.9.SL.1.C

Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners

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ELA.9.SL.2.A

Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

ELA.9.SL.2.B

Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELA.9.SL.2.C