

“English 9/ Honors English 9” UBD

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ELA K-12 PRIORITY STANDARDS MAP

| K | 1 | 2 | 3-5 | 6-8 | 9-12 |
|---|---|---|-----|-----|------|
|---|---|---|-----|-----|------|

READING FOUNDATIONAL SKILLS

| | | | | | |
|----------------------------------|-------------|--|--|--|--|
| RF1 Print Concepts | | | | | |
| RF2 Phonological Awareness | | | | | |
| RF3 Phonics and Word Recognition | | | | | |
| | RF4 Fluency | | | | |

READING

| | | | | | |
|---|--|--|--|--|--|
| R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | | | | |
| | | | | R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | |
| | | | | R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts. | |
| | | R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives. | | | |

WRITING

| | | | | | |
|--|--|---|--|--|--|
| W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | | | | | |
| | | W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. | | | |

SPEAKING AND LISTENING

| | | | | | |
|--|--|--|--|--|--|
| SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | | | | | |
| | | SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | | | |

ELA PRIORITY STANDARDS MAP

| K | 1 | 2 | 3-5 | 6-8 | 9-12 |
|---|---|---|--|-----|------|
| LANGUAGE | | | | | |
| L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. | | | | | |
| | | | L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. | | |
| L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. | | | | | |

ELA PRIORITY STANDARDS BY UNIT

| HS Grade Level Priority Standards | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---------------|---------------|---------------|---------------|
| R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | X | X | X | |
| R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | X | X | X | X |
| R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts. | X | | | X |
| W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | X | X | X | |
| SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | X | | | |
| SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | X | | X | |
| L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. | X | X | X | X |

Course Information

| ENGLISH 9/ HONORS ENGLISH 9 | |
|---|----------------------------|
| CURRICULUM/CONTENT AREA | COURSE LENGTH |
| English Language Arts | 18 weeks |
| GRADE LEVEL | DATE LAST REVIEWED |
| 9 | 2023 |
| PREREQUISITE(s) <i>if applicable</i> | BOARD APPROVAL DATE |
| | 4/11/23 |

DESIRED RESULTS

What students will know and be able to do

| COURSE DESCRIPTION AND PURPOSE | |
|---|---|
| <p>English 9 emphasizes reading and literary analysis through a study of whole-class texts and book club texts. Drama and poetry skills are enhanced through a study of Shakespeare and various poets of literary merit. The course emphasizes a variety of modes of writing, with a focus on analysis and research writing. Communication skills are refined through discussion and formal presentations. A progression of grammar and vocabulary skills are developed throughout the course.</p> <p>English 9 Honors emphasizes reading and literary analysis through a study of complex whole-class texts and book club texts. Drama and poetry skills are enhanced through a study of Shakespeare and various poets of literary merit. The course emphasizes a variety of modes of writing, with a focus on author's craft and synthesis of sources analysis. A rigorous progression of grammar and vocabulary skills are developed throughout the course.</p> | |
| ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
| <p>LITERATE INDIVIDUALS...</p> <p>READING: Study and explore a range of values, beliefs, and</p> | <p>Unit 1</p> <ul style="list-style-type: none"> → How do individuals develop values and beliefs? → How does what we know about the world shape the way we |

assumptions to answer questions and inform understandings; literate individuals respond to varying expectations of audience, task, purpose, and discipline.

WRITING: Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames.

SPEAKING: Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.

LISTENING: Seek to understand a speaker and/or writer's intended message and how their background, situation, or context influences what they say.

LANGUAGE: Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals (*when composing, creating, and speaking*), and to comprehend more fully (*when reading and listening*).

CLAIMS AND EVIDENCE: Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others' (*possibly opposing*) arguments.

view ourselves?

- How might one's community impact the choices one makes regarding passions, interests, and values?
- How do the formal rules and informal expectations of society impact an individual?

Unit 2

- How might society influence an individual? How can we be true to ourselves?
- What does it mean to "belong" to a community? What factors create a sense of belonging for individuals, and what factors might be missing when one doesn't feel he or she belongs?
- What causes conflict between individuals or in communities?
- How does an individual find belonging in a community?

Unit 3

- How does an individual find belonging in a community?
- How do people help others and themselves to survive/thrive in a community?
- How does one navigate life's tough choices and decisions in a way that stays true to one's values and beliefs?
- How do the formal rules and informal expectations of society impact an individual?

Unit 4

- How does what we know about the world shape the way we view ourselves?
- In a culture full of ideas and images of what we should be, how do we form a true and authentic self?
- How do the formal rules and informal expectations of society impact an individual?
- How can words inspire change?
- How might society influence an individual? How can we be true to ourselves?

PRIORITY STANDARDS

READING

R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (K-12)

R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (6-12)

R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts. (6-12)

WRITING

W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (K-12)

W8 Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. (6-12)

SPEAKING AND LISTENING

SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (K-12)

SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (3-12)

LANGUAGE

L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. (6-12)

Unit 1: The Literary Experience

In this unit, students will develop reading and writing skills through their study of whole-class mentor texts (novels/short stories) and book club text (novel). Students will “zoom in” on the literature to develop close-reading comprehension and analysis skills that fine-tune their understanding of an author’s craft, word choice, and structure through direct instruction and discussion. Additionally, students will “zoom out” to further their analysis of elements of fiction (e.g. character, conflict, symbol, theme, etc.) as they relate to one or more of the unit’s Essential Questions.

DESIRED RESULTS

ASSESSMENT EVIDENCE

Essential Questions (choose one or two)

Students will keep considering...

Choose one-two of these essential questions:

- How do individuals develop values and beliefs?
- How does what we know about the world shape the way we view ourselves?
- How might one’s community impact the choices one makes regarding passions, interests, and values?

→ How do the formal rules and informal expectations of society impact an individual?

| Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i> | | Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i> |
|--|---|--|
| <p>READING R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</p> | <ul style="list-style-type: none"> ● I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences. ● I can develop questions for further exploration of a text. ● I can analyze the impact of specific word choices on meaning, tone, and mood. ● I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., literary elements and devices). ● I can explain how an author’s geographic location, identity, and culture affect perspective. | <p>Success Criteria Rubrics → Rubrics (TBD) indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection</p> <p>Performance Task Description: → Socratic/discussion groups that address an essential question → Close-reading to assess students’ comprehension and reading learning targets → Literary Analysis assessment</p> <p>Key Feedback & Assessment Strategies: Modifications: → sentence framing → visual organizers → appropriate leveled text</p> <p>Extensions: → analyzing author’s craft in designated passages → additional literary devices → more complex text that may appear on AP reading recommendations → compare and contrast two texts → study multiple works by one author to determine pattern, theme, etc. → exposure to literary lenses</p> |
| <p>WRITING Skills W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> | <ul style="list-style-type: none"> ● I can write a literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) and create an organization that establishes clear relationships among claim(s), reasons, and evidence. | |
| <p>SPEAKING & LISTENING Skills SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’</p> | <ul style="list-style-type: none"> ● I can initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others’ ideas and expressing their own clearly. ● I can come to discussions prepared, explicitly draw | |

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| <p>ideas and expressing their own clearly and persuasively.</p> <p>SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> | <p>on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.</p> <ul style="list-style-type: none"> ● I can work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group. ● I can propel conversations by posing and engaging with 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. Promote multiple and divergent perspectives. ● I can engage thoughtfully with diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify my views and understanding and make new connections in light of the evidence and reasoning presented. | |
| <p>LANGUAGE Skills</p> <p>L4 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.</p> | <ul style="list-style-type: none"> ● I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. ● I can convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial). | |
| <p>PRIMARY RESOURCE <i>if applicable</i></p> <p><i>In this course, all class reads may include...</i></p> <ul style="list-style-type: none"> ● <i>House on Mango Street</i> ● <i>Animal Farm</i> ● <i>Lord of the Flies</i> ● <i>The Marrow Thieves</i> ● <i>Speak</i> ● <i>Passing</i> ● <i>Feed (Anderson)</i> ● <i>The Wave (Strasser)</i> <p><i>Extension texts</i></p> | | |

- *Frankenstein*
- *A Tale of Two Cities*

WHOLE CLASS short stories of literary merit **MAY** include:

- "The Most Dangerous Game" - by Richard Connell
- "The Sniper" - by Liam O'Flaherty
- "The Censors" - by Luisa Valenzuela
- "Through the Tunnel" - by Doris Lessing
- "The Cask of Amontillado" - by Edgar Allen Poe
- "The Stolen Party" - by Liliana Heker
- "On the Sidewalk Bleeding" - by Evan Hunter
- "Marigolds" - by Eugenia Collier
- "The Interlopers" - by Saki
- "Daughter of Invention" - by Julia Alvarez
- "Harrison Bergeron" - by Kurt Vonnegut
- "The Lottery" - by Shirley Jackson
- "Eleven" - by Sandra Cisneros
- "All Summer in a Day" - by Ray Bradbury

Unit 2: Shakespearience

In this unit, students will develop reading and analysis skills through their study of Shakespeare texts. Students will "zoom in" on the literature to develop close-reading comprehension and analysis skills that fine-tune their understanding of Shakespeare language, word choice, and structure. Additionally, students will "zoom out" to further their analysis of elements of fiction with a specific emphasis on character as they relate to one or more of the unit's Essential Questions.

DESIRED RESULTS

ASSESSMENT EVIDENCE

Essential Questions

Students will keep considering...

Choose one-two essential questions

- How might society influence an individual? How can we be true to ourselves?
- What does it mean to "belong" to a community? What factors create a sense of belonging for individuals, and what factors might be missing when one doesn't feel he or she belongs?
- What causes conflict between individuals or in communities?

- How does an individual find belonging in a community?

| Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i> | | Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i> |
|---|--|--|
| <p>READING R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</p> | <ul style="list-style-type: none"> • I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences. • I can determine the meaning of words and phrases, including figurative and connotative meanings. • I can analyze the impact of specific word choices on meaning, tone, and mood. | <p>Success Criteria Rubrics</p> <ul style="list-style-type: none"> → Rubrics (TBD) indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection <p>Performance Task Description:</p> <ul style="list-style-type: none"> → Character Analysis (assessment ideas) <ul style="list-style-type: none"> ○ Character culpability trial ○ Body biography ○ Character analysis constructed response → Paraphrase Shakespearean language <p>Key Feedback & Assessment Strategies:</p> <ul style="list-style-type: none"> → <i>Modification:</i> Graphic novel, Abridged version, Translated copy, discussion <p>Extension:</p> <ul style="list-style-type: none"> → <i>Create sonnets</i> → <i>Analyzing writer's craft and structure,</i> → <i>Compare and Contrast Character analysis</i> |
| <p>WRITING Skills W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> | <ul style="list-style-type: none"> → I can write literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which introduce precise claim(s), reasons, and evidence. | |
| <p>LANGUAGE Skills L4 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the</p> | <ul style="list-style-type: none"> • I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. • I can convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, | |

| | | |
|---|---|--|
| conventions of standardized English grammar and usage when writing or speaking. | adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial). | |
| <p>PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i></p> <ul style="list-style-type: none"> • <i>Romeo and Juliet</i> • <i>Much Ado about Nothing</i> • <i>Twelfth Night</i> | | |

Unit 3: Let Me Tell You About Me

In this unit, students will develop nonfiction reading, research, writing, and speaking skills through their study of nonfiction and how to articulate ideas through a formal speech. Students will “zoom in” on the nonfiction to develop close-reading comprehension and research skills. Additionally, students will “zoom out” to incorporate research into their presentations.

| DESIRED RESULTS | | ASSESSMENT EVIDENCE |
|--|---|---|
| <p>Essential Questions <i>Students will keep considering...</i></p> | | |
| <p>Enter 1-2 Essential Questions</p> <ul style="list-style-type: none"> → How does an individual find belonging in a community? → How do people help others and themselves to survive/thrive in a community? → How does one navigate life’s tough choices and decisions in a way that stays true to one’s values and beliefs? → How do the formal rules and informal expectations of society impact an individual? | | |
| <p>Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i></p> | | <p>Assessment Evidence → <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i></p> |
| <p>READING R1 Read closely to determine what the text says</p> | <ul style="list-style-type: none"> • I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences. | <p>Success Criteria Rubrics → Rubrics (TBD) indicate the specific success criteria by standard and are</p> |

| | | |
|--|---|---|
| <p>explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</p> | <ul style="list-style-type: none"> ● I can examine technical or key terms and how language differs across genres. | <p>used throughout the learning process for feedback and reflection</p> <p>Performance Task Description:</p> <ul style="list-style-type: none"> → Write and perform a demonstration speech → Verbal source citations <p>Key Feedback & Assessment Strategies:</p> <ul style="list-style-type: none"> → Add strategy <p>Modification:</p> <ul style="list-style-type: none"> → sentence frames → time → partner speech → support chair <p>Extension:</p> <ul style="list-style-type: none"> → analyze speeches for rhetoric → increased number sources integrated in to formal speech |
| <p>WRITING Skills</p> <p>W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> | <ul style="list-style-type: none"> ● I can develop claim(s), supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level. | |
| <p>SPEAKING & LISTENING Skills</p> <p>SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose,</p> | <ul style="list-style-type: none"> ● I can present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. ● I can intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. | |

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|--|--|--|
| and audience. | | |
| LANGUAGE Skills L4 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. | <ul style="list-style-type: none"> • I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. • I can convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial). | |
| PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i> → No all class text for unit | | |

Unit 4: The Power of Words

In this unit, students will develop close reading and creative writing skills through their study of poetry of literary merit. Students will read various forms of poetry to analyze the author’s craft, word choice, and structure. They will then apply their learning to curate a poetry portfolio.

| DESIRED RESULTS | ASSESSMENT EVIDENCE |
|---|--|
| Essential Questions <i>Students will keep considering...</i> | |
| Enter 1-2 Essential Questions <ul style="list-style-type: none"> • How does what we know about the world shape the way we view ourselves? • In a culture full of ideas and images of what we should be, how do we form a true and authentic self? • How do the formal rules and informal expectations of society impact an individual? • How can words inspire change? • How might society influence an individual? How can we be true to ourselves? | |
| Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i> | Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i> |

| | | |
|--|---|--|
| <p>READING R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</p> | <ul style="list-style-type: none"> • I can determine the meaning of words and phrases, including figurative and connotative meanings. • I can analyze the impact of specific word choices on meaning, tone, and mood. • I can examine technical or key terms and how language differs across genres. • I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). • I can explain how an author’s geographic location, identity, and culture affect perspective. | <p>Success Criteria Rubrics → Rubrics (TBD) indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection</p> <p>Performance Task Description: → Poetry portfolio (consisting of, but not limited to, their own poetry and/or analysis of poetry written by others) with a rationale of choices</p> <p>Key Feedback & Assessment Strategies:</p> <p>Modification: → <i>sentence frames</i> → <i>text complexity</i> → <i>number of poems produced</i></p> <p>Extension: → <i>author study</i> → <i>era of poetry study</i> → <i>epic poetry</i></p> |
| <p>LANGUAGE Skills L4 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.</p> | <ul style="list-style-type: none"> • I can convey specific meanings and add variety and interest to writing and presentations. | |
| <p>PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i> <i>No anchor texts for unit</i></p> | | |

Language Addendum

Priority functions address via Priority Standards throughout course:

Students will identify and utilize grammar skills associated with the structure and function of sentence parts, including subject/predicate, clauses (independent, dependent, adverbial), sentence types (simple, compound, complex, compound-complex), and relevant punctuation rules (commas, semicolons, colons).

Supporting functions addressed via Supporting Language Standards throughout course:

- KNOWLEDGE OF LANGUAGE:

L9: Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
- c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.
- d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.

VOCABULARY ACQUISITION AND USE

L.9-10.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

- a. Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
- b. Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)

L.9-10.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.
- b. Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).

L.9-10.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.