



English 9 College Prep

Course Information

Grade(s):	9
Discipline/Course:	English
Course Title:	English 9 College Prep
Prerequisite(s):	Grade 8 ELA
Course Description: <i>Program of Studies</i>	<p>Students in both 9 College Prep and 9 Honors will read a myriad of texts that span multiple genres. In English 9 College Prep, students will read at least five full-length works, and at least one of these works will be from the challenging list. In addition, students will read a number of shorter texts that include short stories, poems, essays, articles, personal narratives, songs, epic poems, nonfiction treatises, and philosophical allegories. With each reading experience, students will engage with a mix of support and increasing independence in a deep analysis, for example, of complex characters and how they develop throughout a story, interact with other characters, move the plot forward, and develop the theme. All students in grade 9 will read <i>The Tragedy of Romeo and Juliet</i> from the challenging list by William Shakespeare.</p> <p>Students will engage in a number of research and writing experiences throughout the year. These experiences include: frequent informal writing assignments, on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections.</p> <p>All language standards will be addressed through students’ authentic writing as they create pieces that could also be considered for inclusion in the portfolio. Because grammar and usage development in children rarely follows a linear path, students will experience both structured mini-lessons on identified grammatical concepts and an opportunity to apply these concepts consistently and repeatedly in their own authentic writing.</p>

	<p>Students will hone their listening and speaking skills as they engage in a variety of formal and informal discussions, including Socratic Seminar, fishbowls, trio talk, and partnerships. They will also create and deliver formal presentations using digital media as support.</p> <p>Students will set both writing and reading goals, collect and review their own data, and use this information to advance as readers and writers. One of their goals will be focused on shaping communication for specific audiences. Students will also begin to synthesize information and establish sound practices for evaluating credibility of sources. Collaboration with peers will continue to be an expectation.</p>
Course Essential Questions:	<ul style="list-style-type: none"> ● How do I define who I am? ● Why change? ● How does our environment impact our lives? ● How do I know what to believe in what I read, hear, and view? ● Why are human relationships important? ● Why do we seek and build community? ● How do stories tell us about what a culture values? ● How is conflict essential to our growth? ● How does language work? ● How do I develop my writer’s voice? ● What do skilled readers do? ● How do I participate in collaborative conversations to deepen my understanding? ● How do I best support and present my findings and conclusions?
Course Enduring Understandings:	<ul style="list-style-type: none"> ● By using literature as a mirror, I am also defining who I am as a reader, writer, and thinker. ● By applying different strategies, I can change my writer’s voice and develop a new approach to writing. ● In order to understand the challenges of others, we must also understand the impact their environment is having on them. ● Developing a critical stance and using my reading and thinking skills will allow me to discern truth from opinion and fiction.

	<ul style="list-style-type: none"> ● Compelling literature often focuses on human relationships and helps us to understand why it's so important to develop positive connections. ● Expanding our point of view helps us to become members of many communities and to understand each other better. ● Stories are handed down over time to communicate the values of a culture. ● Embracing conflict, taking a risk, and pushing against authority allows the opportunity to enact change. ● Language is power, so it must be used responsibly. ● Finding one's own path to a community of readers, writers and thinkers helps support the development of a personal writing voice. ● There are habits of practice that are useful to help individuals define themselves as readers, writers, and thinkers. ● When engaged in discussion with my peers, I need to qualify or justify my own views and understanding and make new connections in light of the evidence and reasoning presented. ● I will use evidence, reasoning, and analysis to support my assertions and present them in creative, thoughtful, and authentic ways.
Duration: Credit:	One year 1 credit
Course Materials/Resources:	See the list of resources below. Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students will also engage in independent reading, book clubs, and reading experiences across the curriculum. Each year, teachers of this course will identify an additional common text to be read by all students.
FPS Course Academic Expectation(s):	<ul style="list-style-type: none"> ● Conveying Ideas ● Synthesizing and Evaluating
Year at a Glance (Units)	<ul style="list-style-type: none"> ● The Portfolio <ul style="list-style-type: none"> ○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal,

	<p>curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.</p> <ul style="list-style-type: none"> ● Unit 1: Identity – Using Literature as Mirrors ● Unit 2: Patterns and Perspectives– Expanding Point of View ● Unit 3: Tradition – Looking Back and Looking Forward ● Unit 4: Being Critical and Strengthening My Voice – Developing my Talents, Skills, and Wisdom
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Resources:

Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Students may also engage in independent reading, book clubs, and reading experiences across the curriculum.

Challenging Texts
<p><i>A Midsummer Night’s Dream</i> by William Shakespeare (16th century British drama) <i>Antigone</i> by Sophocles (Ancient Greek drama) <i>Circe</i> by Madeline Miller (21st century American fiction) <i>Mythology</i> by Edith Hamilton (20th century version of Ancient Greek mythology) <i>To Kill a Mockingbird</i> by Harper Lee (20th century American fiction) <i>The Kite Runner</i> by Khaled Hosseini (21st century Afghan fiction) <i>The Odyssey</i> by Homer (Ancient Greek fiction) <i>The Oedipus Cycle</i> by Sophocles (Ancient Greek fiction) <i>The Penelopiad</i> by Margaret Atwood (21st century Canadian fiction) <i>The Tragedy of Romeo and Juliet</i> by William Shakespeare (16th century British drama)</p>
Grade-Level Texts
<p><i>Anthem</i> by Ayn Rand (20th century American fiction) <i>Burial at Thebes: A Version of Sophocles’ Antigone</i> by Seamus Heaney (21st century Irish fiction) <i>A Thousand Ships</i> by Natalie Hayes (21st century British fiction)</p>

Flowers for Algernon by Daniel Keyes (20th century American fiction)
Heroes, Gods and Monsters of the Greek Myths by Bernard Evslin (20th century American fiction)
Of Mice and Men by John Steinbeck (20th century American fiction)
Persepolis by Marjane Satrapi (21st century Iranian nonfiction)
When I was Puerto Rican by Esmeralda Santiago (20th century Puerto Rican fiction)
The Alchemist by Paulo Coelho (20th century Portuguese fiction)
The Hobbit by J.R.R. Tolkien (20th century British fiction)
The House in the Cerulean Sea by TJ Klune (21st century American fiction)
The Little Prince by Antoine de Saint-Exupery (20th century French fiction)
A Long Way Gone by Ishmael Beah (21st century African nonfiction)
Far Far Away by Tom McNeal (21st century American fiction)
Keesha's House by Helen Frost (21st century American fiction)
Legend by Marie Lu (21st century American fiction)
Monster by Walter Dean Myers (21st century American fiction)
The Curious Incident of the Dog in the Night-Time by Mark Haddon (21st century British fiction)
The Fault in Our Stars by John Green (21st century American fiction)
The Five People You Meet in Heaven by Mitch Albom (21st century American nonfiction)
The House on Mango Street by Sandra Cisneros (20th century American fiction)

Students will be asked to engage with a variety of informational texts in all their classes, including English classes. The varied purposes for this type of reading experience will influence the source of these texts, but, for English class at least, the following is a list of reputable sources from which these texts will typically be drawn:

- ProQuest CultureGrams
- ABC-CLIO
- Britannica
- Gale Databases
- Gale eBooks
- JSTOR



- ProQuest (includes access to *The New York Times*, *The Washington Post*, *The Wall Street Journal*, and *The Hartford Courant*)
- InfoBase
- Classroom Video
- Library and textbooks
- Credible online sources such as PBS, NPR, *National Geographic*

Unit Number and Title:	Unit: The Portfolio
Duration:	One Year
Resource(s):	<u>English Portfolio Directions</u>
Unit Overview:	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
Standard(s):	<p>All of the Connecticut Common Core Standards 9-10 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p>Reading</p> <p>RL.9-10.10 By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9–10 text complexity band independently and proficiently.</p> <p>RI.9-10.10 By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of</p>

Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.

Writing

W.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

W.9-10.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.3.a Engage and orient the reader by setting out a problem, situation, or observation, establishing a clear point of view and distinct personal voice.

W.9-10.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

W.9-10.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

(Editing for conventions should demonstrate command of Language standards 1– 3 on up to and including Grades 9-10 page 55.)

W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically

W.9.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1.a Use parallel structure.

CC.9-10.L.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2.a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9-10.2.b Use a colon to introduce a list or quotation.

L.9-10.2.c Spell correctly.

L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to

	<p>make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CC.9-10.L.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● How can a portfolio of work show achievement and growth in literacy skills? ● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding? ● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas? ● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth. ● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I’ve achieved with each piece. ● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well. ● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...

Reading	<ul style="list-style-type: none"> ● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills) ● Comprehension strategies for reading and understanding literature and literary nonfiction 	<ul style="list-style-type: none"> ● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 9-10 text band. ● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.
Writing	<ul style="list-style-type: none"> ● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples) ● Technology platforms and tools for sharing and collecting writing in a meaningful way ● MLA style (humanities) ● APA style (sciences) ● Turabian’s Manual (research) ● Spelling rules and tools ● Metacognition ● Organizational structures 	<ul style="list-style-type: none"> ● Use technology appropriately ● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type. ● Spell correctly. ● Write metacognitive reflections. ● Employ personal voice. ● Organize reflective thinking

Language	<ul style="list-style-type: none"> ● Parallel structure ● Types of phrases ● Types of clauses ● Semicolon usage and rules ● Colon usage and rules ● Capitalization rules ● Other punctuation rules for English 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Use parallel structure. ● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. ● Use a colon to introduce a list or quotation. ● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ● Edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type. ● Spell correctly.
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Unit Number and Title:	Unit 1: Identity – Using Literature as Mirrors
Duration:	One quarter
Resource(s):	<p>See the list of resources above for all available book selections. The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>Antigone</i> by Sophocles ● <i>When I was Puerto Rican</i> by Esmeralda Santiago ● <i>To Kill a Mockingbird</i> by Harper Lee ● <i>The House in the Cerulean Sea</i> by TJ Klune ● <i>Anthem</i> by Ayn Rand ● <i>Keesha’s House</i> by Helen Frost ● <i>Of Mice and Men</i> by John Steinbeck
Unit Overview:	<p>As students enter high school they will continue to develop their own identity as a reader, writer, and thinker. This unit provides an opportunity to introduce independent reading books, journals, and short stories that reflect students’ emerging and unique identities. The overarching goal of this unit is to encourage student voice and to build community through reading literature through shared experiences and individual choices, and to build student voice through narrative writing.</p> <p>Students will read shorter works that address elements of identity and personal reflection as shared texts, one longer text that is chosen as a shared experience, and independent reading that honors student choice and connection to their own preferences and pushes their capacity as readers. Students will begin to develop their ability to share their voice in class through small group, whole class discussions, both teacher-driven and student-driven. They will also apply their new understandings of the structure of narrative and the development of their voice to the writing of their own narrative essay.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>

Standard(s):	<p>Reading</p> <p>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them</p> <p>RL.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose</p> <p>Writing</p> <p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p>Speaking</p> <p>SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How do I define who I am as a reader, writer and thinker? ● What voices do I identify with? ● How do I develop my writer’s voice?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● There are habits of practice that are useful to help individuals define themselves as readers, writers, and thinkers.

	<ul style="list-style-type: none"> ● Literature reflects and expresses individual voices within a culture. ● Finding one's own path to a community of readers, writers and thinkers helps support the development of a personal writing voice. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> ● Types of annotations ● Elements of plot structure ● Methods of characterization ● Literary devices/figurative language ● Theme or central idea ● Author's purpose and point of view 	<ul style="list-style-type: none"> ● Reflect upon a student's proficiency as a reader, writer, and thinker ● Make connections to characters and conflicts ● Establish reading goals for the year ● Identify author's craft ● Draw inferences
Writing	<ul style="list-style-type: none"> ● Characteristics and structure of personal narrative and voice ● Development of plot ● Structure and organization 	<ul style="list-style-type: none"> ● Write narratives that demonstrate the development of a personal writer's voice ● Develop real or imagined experiences ● Structure event sequences logically
Speaking and Listening	<ul style="list-style-type: none"> ● Goal-setting structure ● Discussion protocols and expectations ● Characteristics of discussion participation 	<ul style="list-style-type: none"> ● Set goals ● Establish rules and roles ● Participate fully in collegial discussions

Unit Number and Title:	Unit 2: Patterns and Perspectives – Expanding Point of View
Duration:	One quarter
Resource(s):	<p>See the list of resources above for all available book selections. The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>The Odyssey</i> by Homer ● <i>Circe</i> by Madeline Miller ● <i>A Thousand Ships</i> by Natalie Hayes ● <i>Heroes, Gods and Monsters of the Greek Myths</i> by Bernard Evslin ● <i>The Alchemist</i> by Paulo Coelho ● <i>To Kill a Mockingbird</i> by Harper Lee
Unit Overview:	<p>This unit pushes out from the individual (self) perspective to address, understand and challenge the perspectives of others. Students will engage in a book club-to offer students the opportunity to dive deeply into various texts. Students will be introduced to the idea of “challenged” texts, including literary works that are non-traditional and non-canonical. Patterns and perspectives will be explored while also incorporating multiple genres based on a single theme, including studying and challenging the concept of the Hero’s Journey.</p> <p>As students explore this concept, they will set out on their own journey to understand how the author’s point of view or purpose can impact the text overall as well as how an author uses rhetorical strategies and structures to advance that purpose or point of view. They will demonstrate this understanding through a number of writing experiences that focus on the student’s ability to produce clear and coherent writing that is appropriate to the audience, task, and purpose.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>

Standard(s):	<p>Reading</p> <p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p>RL.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose</p> <p>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone</p> <p>Writing</p> <p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>Speaking</p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</p>
Essential Question(s):	<ul style="list-style-type: none"> ● What thematic and narrative patterns can be found in literature? ● How are those patterns reflective of the human experience? ● How do stories tell us about what a culture values?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● There are commonalities in structure and archetypes that reflect the universal human experience.

	<ul style="list-style-type: none"> Literature contains patterns of characters people can identify with and/or find conflict with in order to better understand their own values. Stories are handed down over time to communicate the values of a culture. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> Point of view Archetype (definition of, examples of) Development of characters Meaning and tone 	<ul style="list-style-type: none"> Analyze how an author advances a point of view Identify patterns across texts Trace the development of a character over the course of a text Analyze impact of word choice on meaning and tone
Writing	<ul style="list-style-type: none"> Characteristics of a thesis statement Effective supporting evidence Development, organization, and style Audience, task, and purpose 	<ul style="list-style-type: none"> Craft a thesis statement Analyze and choose effective evidence to support a thesis Align development, organization, and style to meet the needs of the audience, task, and purpose
Speaking and Listening	<ul style="list-style-type: none"> Discussion protocols and expectations Idea extension and development Clarity and persuasion in speech 	<ul style="list-style-type: none"> Participate fully in a range of collaborative discussions Build off of peers' ideas Express ideas clearly and persuasively

Unit Number and Title:	Unit 3: Tradition – Looking Back and Looking Forward
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Duration:	One quarter
Resource(s):	<p>See the list of resources above for all available book selections. The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>The Tragedy of Romeo and Juliet</i> by William Shakespeare (will be read by all students) ● <i>Persepolis</i> by Marjane Satrapi (paired with <i>Antigone</i> for comparative analysis) ● <i>Antigone</i> by Sophocles
Unit Overview:	<p>In this unit students will engage with more “traditional” texts to establish why they have endured over time and how a text may be changed or adapted to be valuable within another culture and time period. Building connections to these texts is an essential part of encouraging students to read works that are more challenging, helping students to see the timeless nature of literature across cultures and time periods.</p> <p>As students continue to develop their reading prowess, they will begin to analyze a point of view or cultural experience reflected in a work of literature from outside of the United States, thus further developing as global citizens. In addition, students will write informative or explanatory texts and make use of digital media in order to present their new understandings about literature and the world around them.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
Standard(s):	<p>Reading</p> <p>RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise</p>

	<p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature</p> <p>RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work</p> <p>Writing</p> <p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>W.9-10.9 Draw evidence from literary and/or informational texts to support analysis, reflection, and research</p> <p>Speaking</p> <p>SL. 9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● Why do texts endure? ● What makes literature compelling? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Certain texts have the ability to transcend time and culture through the universality of the human experience. ● Complexity and variety of language enriches the experience of communicating. 	
Learning Goals:	<p>Content: Students will know...</p>	<p>Skills: Students will be able to...</p>

Reading	<ul style="list-style-type: none"> ● Characteristics of traditional and contemporary texts ● Text structure, pacing, and setting ● Mystery, tension, surprise ● Cultural aspects and point of view of a particular selection of world literature 	<ul style="list-style-type: none"> ● Draw connections between traditional texts and contemporary texts/experiences ● Analyze how authors manipulate structure, pacing, and setting to achieve mystery, tension, or surprise ● Analyze point of view and cultural experience in a piece of world literature
Writing	<ul style="list-style-type: none"> ● Characteristics and structure of informational or explanatory writing ● Research process ● Reflective writing expectations 	<ul style="list-style-type: none"> ● Write informative or explanatory texts to share literary analysis ● Conduct research on, analyze, and reflect in writing on various works of literature
Speaking and Listening	<ul style="list-style-type: none"> ● Digital media ● Presentation skills 	<ul style="list-style-type: none"> ● Use digital media strategically to enhance presentation

Unit Number and Title:	Unit 4: Being Critical and Strengthening My Voice – Developing My Talents, Skills, and Wisdom
Duration:	One quarter
Resource(s):	<p>See the list of resources above for all available book selections. The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>Flowers for Algernon</i> by Daniel Keyes ● <i>The Curious Incident of the Dog in the Night-Time</i> by Mark Haddon ● <i>The Kite Runner</i> by Khaled Hosseini
Unit Overview:	<p>This unit includes a focus on the research process which will be connected to reading a choice book independently. Students will pose research questions and make use of various databases to develop and write about a critical stance that more deeply explores their selected text. In addition, students will engage in formal presentations to share their new understanding of a text and the critical stance they decided to take and support. They will also continue their ongoing development as critical readers.</p> <p>After spending significant time reading and analyzing their work of choice, students will then gather information from a variety of credible sources, specifically those in databases, and use that information to create a critical stance that will guide their research paper. Students will include both informative and argumentative writing in their final piece. They will also respond thoughtfully to diverse perspectives and make new connections in light of evidence and reasoning presented.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way. Finally, students will engage in a formal Socratic seminar to find, explore, and deepen connections, information, and themes across texts. Preparation for this seminar will follow the presentations and include small-group work to tease out these connections and formulate potential questions to drive discussion.</p>

Standard(s):	<p>Reading</p> <p>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them</p> <p>RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account</p> <p>Writing</p> <p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>W.9-10.8 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</p> <p>Speaking</p> <p>SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented</p>
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	SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task	
Essential Question(s):	<ul style="list-style-type: none"> • What happens when we read a book through a critical lens? • How do different texts push against authority? • How do perspective and bias affect the way texts are interpreted and received? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Reading through a lens provides insight into how and why a text is reflective of the time in which it was produced and what might make it controversial. • Taking a risk and pushing against authority allows the opportunity to enact change. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> • Characteristics and structure of informational or explanatory text • Characteristics and structure of argument text • Comparison and contrast of specific details from different versions of a story or topic 	<ul style="list-style-type: none"> • Explore an author’s unfolding of ideas in informational text • Explore an author’s unfolding of ideas in argument text • Analyze various accounts of the same story or information through different mediums
Writing	<ul style="list-style-type: none"> • Research and inquiry processes and strategies • Synthesis of ideas • Credibility characteristics • MLA citation • Characteristics and structure of argument writing 	<ul style="list-style-type: none"> • Research varying perspectives and opinions about a text and identify how and why different audiences respond differently to the same text • Synthesize information from varying sources to create an original evaluation of the assigned text • Find and use credible sources to evaluate a text

		<ul style="list-style-type: none"> • Properly cite and format a research-based paper • Write well-researched argument papers
Speaking and Listening	<ul style="list-style-type: none"> • Seminar discussion protocols and expectations 	<ul style="list-style-type: none"> • Prepare for seminar discussion • Participate fully in seminar discussion