



# Course Overview

High School | 9 | Academic English - Last Updated on December 12, 2024

## DESCRIPTION

### K-12 Content Area | Mission & Philosophy Statement

- Foster a love for literacy across diverse backgrounds and abilities, ensuring equitable access to rich learning experiences equipping learners with the skills, mindset, and passion to engage actively as informed readers, writers, and communicators throughout their lives.
- Cultivate communicators and critical thinkers, empowering them to inquire, analyze, and create meaningfully from a variety of texts and perspectives, preparing them for the responsibilities of active participation as a citizen in our democracy as well as in an evolving global society.
- Engender collaborative and creative environments where learners innovate, elevate diverse voices and modalities to express themselves effectively and imaginatively.
- Promote a culturally responsive English Language Arts education that honors the identities, cultures, and experiences of all students, integrating diverse texts and voices to promote empathy, understanding, and respect.

The comprehensive K-12 ELA curriculum endeavors to develop active listeners, effective speakers, readers, researchers and writers who are critical and creative thinkers as well as engaged citizens. A challenging curriculum enables learners to analyze, interpret and evaluate any form of communication including discussions, speeches and texts. Using engaging and diverse texts, age-appropriate media and student interests, learners strengthen their intellectual independence, understand that words have power and develop their own voice. Benefits of developing an appreciation of reading and writing includes extending knowledge, lowering stress, building empathy and perspective and expanding one’s world view.

Exploring an increased number of literary devices, students are challenged to visualize, interpret and analyze a wide range of prose and poetry. Discerning deeper meaning, students identify literary elements in short stories, an iconic novel, a diverse variety of poetry, drama and a wide-ranging assortment of non-fiction, analyzing the author’s use of literary techniques and evaluating their results. This practice of literary criticism sets the stage for strengthening skills to write robust constructed responses as well as informational and argumentative essays. Writing is also polished through lessons on vocabulary and grammar.

## STANDARDS

### Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.2.9–10.A

CC.1.2.9–10.B

CC.1.2.9–10.C

CC.1.2.9–10.D

CC.1.2.9–10.E

CC.1.2.9–10.F

CC.1.2.9–10.G

CC.1.2.9–10.H

CC.1.2.9–10.I

CC.1.2.9–10.J

CC.1.2.9–10.K

CC.1.2.9–10.L

CC.1.3.9–10.A

CC.1.3.9–10.B

CC.1.3.9–10.C

CC.1.3.9–10.D

CC.1.3.9–10.E

CC.1.3.9–10.F



## Course Overview

High School | 9 | Academic English - Last Updated on December 12, 2024

CC.1.3.9–10.G

CC.1.3.9–10.H

CC.1.3.9–10.I

CC.1.3.9–10.J

CC.1.3.9–10.K

CC.1.4.9–10.A

CC.1.4.9–10.B

CC.1.4.9–10.C

CC.1.4.9–10.D

CC.1.4.9–10.E

CC.1.4.9–10.F

CC.1.4.9–10.G

CC.1.4.9–10.H

CC.1.4.9–10.I

CC.1.4.9–10.J

CC.1.4.9–10.K

CC.1.4.9–10.L

CC.1.4.9–10.M

CC.1.4.9–10.N

CC.1.4.9–10.O

CC.1.4.9–10.P

CC.1.4.9–10.Q

CC.1.4.9–10.R

CC.1.4.9–10.S

CC.1.4.9–10.T

CC.1.4.9–10.U

CC.1.4.9–10.V

CC.1.4.9–10.W

CC.1.4.9–10.X

CC.1.5.9–10.A

CC.1.5.9–10.B

CC.1.5.9–10.C

CC.1.5.9–10.D

CC.1.5.9–10.E

CC.1.5.9–10.F

CC.1.5.9–10.G

### COURSE OBJECTIVES

Specific objectives for this course are aligned with the [Pennsylvania Core Standards for English Language Arts](#) and the [Eligible Content State Standards for English Language Arts](#).

### ASSESSMENT TYPES

The following assessment types will be used during the course:

- Diagnostic Assessments
- Core/Choice Novel notes and seminars
- Curriculum-based measures
- Formative Assessments
- Summative Assessments

### SUGGESTED METHODS OF INSTRUCTION

An English Language Arts program demands the use of a variety of instructional strategies. Below is a list of suggested strategies for high-quality instruction:

- Instructional components outlined in *The Framework for Teaching* by Charlotte Danielson
- Goal setting
- Collaborative Learning through Socratic Seminar
- Formative opportunities to drive instruction
- Think-pair-share
- Reciprocal teaching
- Read Alouds and student independent choice novels
- Journaling



# Course Overview

High School | 9 | Academic English - Last Updated on December 12, 2024

## RESOURCES

District Approved Program Resources	District Approved Supplemental Resources	District Approved Technology Resources
<ul style="list-style-type: none"> <li>• “The Overcoat” by Nikolai Gogol</li> <li>• “The Most Dangerous Game” by Richard Connell</li> <li>• “The Kitchen Boy” Alaa Al Aswany</li> <li>• “The Secret Life of Walter Mitty” by James Thurber</li> <li>• “The Cask of Amontillado” by Edgar Allan Poe</li> <li>• “The Black Cat” by Edgar Allan Poe</li> <li>• “The Tell-Tale Heart” by Edgar Allan Poe</li> <li>• “The Scarlet Ibis” by James Hurst</li> <li>• “The Veldt” by Ray Bradbury</li> <li>• “Harrison Bergeron” by Kurt Vonnegut Jr.</li> <li>• Lord of the Flies by William Golding</li> <li>• William Golding's Obituary</li> <li>• Picture of a Child by Yevgeny Yevtuskenko</li> <li>• Sonnet 73 by Shakespeare</li> <li>• We Grow Accustomed to the Dark by Emily Dickinson</li> <li>• “I Ask My Mother to Sing” by Li-Young Lee (free verse)</li> <li>• “Ballad of the Landlord” by Langston Hughes (ballad)</li> <li>• “The Raven” by Edgar Allan Poe (narrative)</li> </ul>		



## Course Overview

High School | 9 | Academic English - Last Updated on December 12, 2024

<ul style="list-style-type: none"><li>• “Love Is” by Nikki Giovanni</li><li>• “Saturday’s Child” by Countee Cullen</li><li>• “Phantom Limbs” by Anne Michaels</li><li>• “Dream Variations” by Langston Hughes</li><li>• “Fire and Ice” by Robert Frost</li><li>• “My Mistresses’ Eyes Are Nothing Like the Sun” by Shakespeare</li><li>• “The Negro Speaks of Rivers” by Langston Hughes</li><li>• Sadlier Vocabulary Workshop Level D</li></ul>		
--	--	--