

Freshman Literature & Composition Course Curriculum

Course Description:

Freshman Literature and Composition focuses on the concepts of inquiry and expression illustrating how authors write creatively and in depth about their own lives. The texts cover experiences relevant to our world and students' personal lives balancing contemporary offerings with canonical texts to assure a comprehensive reading experience. Students will read texts as a class, in small groups, and independently analyze fiction, drama, poetry and nonfiction throughout the year. They will have the opportunity in a reading/writing workshop to analyze and discuss the author's craft, closely read and annotate excerpted passages and/or companion texts, apply reading skills and strategies, and engage in thematic discussions on essential questions. Students will compose and revise both analytical and creative pieces of writing. Analytical essays provide students an opportunity to examine both literary and visual texts and construct arguments. Students will also craft pieces of fiction, nonfiction, and poetry working with models read in class. Throughout the year, teachers encourage students to use inquiry as a tool to express their unique identity and ideas.

Honors Freshman Literature and Composition will use the same curricular structure and assessments as Freshman Literature and Composition; however, the mastery of skills, the quality of final drafts, and the quantity of work within the units will be faster paced and more in depth. Honors FLC students are expected to move between the concrete and abstract with respect to their reading/analysis as well as demonstrate this ability in their writing. As the year unfolds, all FLC students will be introduced to more advanced skills; however, honors students will be expected to show evidence of more advanced skills at the start of the year.

For example, with creative assignments regular FLC will focus on writing skills/craft, while honors FLC will focus on both writing craft and layers of meaning. On analytical reading and writing assignments the primary difference is regular FLC students will focus on comprehension and work toward analysis and Honors FLC students will start with analysis and work toward synthesis.

Course Essential Questions:

- Who am I as a reader, writer and thinker?
- What is ethical?
- What is moral?
- What do I wonder?
- How do I express my opinion?
- How do I draw upon my knowledge and experiences to make a contribution?
- How can I use reading and writing to live an examined life?

Course Enduring Understandings/DESE Power Standards:

- READING:
 - Comprehend and Interpret Texts (Approaching Texts as a Reader)
 - 9.RL.1.A & 9.RI.1.A: Evidence/Inference
 - 9.RL.1.B & 9.RI.1.B: Word Meanings

- **9.RL.1.C & 9.RI.1.C:** Text Features
 - **9.RL.1.D:** Summarize/Theme
 - **9.RI.1.D:** Summarize/Claim
 - Analyze Craft and Structure (Approaching Texts as a Writer)
 - **9.RL.2.A & 9.RI.2.A:** Structure
 - **9.RL.2.B & 9.RI.2.B:** Point of View
 - **9.RL.2.C & 9.RI.2.C:** Craft & Meaning
 - **9.RL.2.D:** Interaction & Meaning
 - **9.RI.2.D:** Argument/Evidence
 - Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
 - **9.RL.3.A & 9.RI.3.A:** Text in Forms
 - **9.RL.3.B & 9.RI.3.B:** Relationships in Texts
 - **9.RL.3.C & 9.RI.3.C:** Historical Context
 - **9.RL.3.D & 9.RI.3.D:** Comprehension
- **WRITING:**
 - Approaching the Task as a Researcher
 - **9.W.1.A:** Research
 - Approaching the Task as a Writer
 - **9.W.2.A:** Development
 - Approaching the Task as a Reader
 - **9.W.3.A:** Revise & Edit
- **SPEAKING & LISTENING:**
 - Collaborating
 - **9.SL.1.A:** Conversations
 - **9.SL.1.B:** Questioning
 - **9.SL.1.C:** Viewpoints of Others
 - Presenting
 - **9.SL.2.A:** Verbal Delivery
 - **9.SL.2.B:** Nonverbal
 - **9.SL.2.C:** Multimedia

Course Big Ideas:

- *Inquiry & Expression*
 - Analyze & discuss author's craft
 - Closely read and annotate excerpted passages and/or companion texts
 - Apply reading skills and strategies
 - Engage in thematic discussions on essential questions

Quarter 1	Fiction & Expressive Writing	
	Reading	Writing
Missouri Learning Standards	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.	9.W.2.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.
	9.RL.1.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.	9.W.2.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
	9.RL.2.A: Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.	9.W.2.A.a: 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 the audience by making choices regarding organization and content.
	9.RI.2.B: Analyze how an author uses rhetoric to advance point of view or purpose.	9.W.2.A.b: Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
	9.RI.2.C: Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	9.W.2.A.c: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
	9.RI.1.D: Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.	9.W.2.A.d: Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
	9.RI.2.D: Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning	9.W.2.A.e: 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.

	9.RI.3.D: Read and comprehend informational text independently and proficiently.	9.W.1.A.a: 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. 9.W.1.A.b: 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.
Learning Goal(s)	I can annotate and maintain notes on a text to keep track of my thinking.	I can explore narrative ideas and decide which idea to use.
	I can annotate for a specific purpose (theme, writer's craft, writer's purpose, etc.).	I can ask/answer questions to expand on my ideas.
		I can use my readings to stretch my own storytelling.
		I can use my own life experiences to connect with a topic
		I can pace my story appropriately for an intended effect.
		I can incorporate my writing tool box to create: Character, Conflict, Pacing/Plot, & Dialogue
		I can locate the main ideas in a text.
		I can restate what the author says / their position in my own words.
		I can generate a question, I can search for answers to a self-generated question.
		I can narrow my research topic

		I can determine if a source answers my question.
		I can determine what makes a credible source.
		I can use research as inquiry.
		I can use MLA format and citation to avoid plagiarism.
Curricular Resources	Fiction (select one) • Ribay, <i>Patron Saints of Nothing</i> • Anaya, <i>Bless Me, Ultima</i> • Septys, <i>Salt to the Sea</i>	

Quarter 2	Drama & Nonfiction Writing	
	Reading	Writing
Missouri Learning Standards	9.RL.2.A: Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.	9.W.2.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.
	9.RL.3.D: Read and comprehend literature independently and proficiently.	9.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.

	9.RI.2.D: Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	9.W.3.A.a: 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 the audience by making choices regarding organization and content.
	9.RI.3.D: Read and comprehend informational text independently and proficiently.	9.W.3.A.b: Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning
		9.W.3.A.c: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
		9.W.3.A.d: Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
		9.W.3.A.e: 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.
Learning Goal(s)	I can read for pleasure, self-discovery, and personal growth.	I can explore narrative ideas and decide which idea to use.
	I can carefully select appropriate books that motivate and challenge me.	I can ask/answer questions to expand on my ideas.
	I can notice details and techniques of a writer while reading a text to evaluate their effectiveness.	I can use my readings to stretch my own storytelling.
	I can make connections between what I am reading and other texts, myself, and the world.	I can use my own life experiences to connect with a topic or idea and develop verisimilitude (believability).
	I can explore and take risks with new genres and authors I've not read before.	I can pace my story appropriately for an intended effect.

	I can be comfortable with confusion when I read and use strategies to clear up this confusion.	I can incorporate this tool box to create: Character, Conflict, Pacing/Plot, & Dialogue
	I can reflect on myself as a reader and set goals for continued growth and improvement.	
	I can use reading to formulate an opinion.	
	I can read challenging texts to: ● Decipher meaning ● Understand a writer’s purpose ● Explore a writer’s style ● Learn from my peers to keep an open mind and consider how others make meaning ● Learn a historical context and how that affects the meaning	
Curricular Resources	Drama (select one) ● Willson, <i>The Piano Lesson</i> ● Hansberry, <i>Raisin in the Sun</i>	

Quarter 3	Poetry & Literary Analysis	
	Reading	Writing

Missouri Learning Standards	9.RL.1.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.	9.W.1.A.b: 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.
	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.	9.W.2.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.
	9.RL.2.C: Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	9.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
	9.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	9.W.3.A.a: 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 the audience by making choices regarding organization and content.
	9.RI.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.	9.W.3.A.b: Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning
		9.W.3.A.c: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
		9.W.3.A.d: Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
		9.W.3.A.e: 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.

Learning Goal(s)	I can use reading to formulate an opinion.	I can generate a topic I'm invested in.
	I can read challenging texts to: • Decipher meaning • Understand a writer's purpose • Explore a writer's style • Learn from my peers to keep an open mind and consider how others make meaning • Learn a historical context and how that affects the meaning	I can use mentor texts for inspiration about style, content, and organization.
		I can experiment with language and take risks with how I structure my writing.
		I can create a poem with a strong, controlling idea.
		I can make choices about form and structure (e.g., stanza and line breaks) that can complement the content and/or for stylistic effect.
		I can make choices about which poetic elements to use to develop my poem's meaning.
		I can avoid clichés to make my poem original.
		I can write a simple (original, debatable, defensible, important) claim.
		I can find evidence to form my argument.
		I can use sources to support my argument and avoid plagiarism.
		I can quote a source.
		I can cite my sources (MLA).
		I can show the relationship between my evidence and my claim.

Curricular Resources	Epic Poetry (select one) - Homer, <i>The Odyssey</i> (Wilson, translation) - Dante, <i>The Inferno</i> (Ciardi, translation)
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Quarter 4	Literature Sets & Visual Text Analysis	
	Reading	Writing
Missouri Learning Standards	9.SL.1.A: Work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.	9.W.2.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.
	9.SL.1.B: Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to 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.	
	9.SL.1.C: 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.	
	9.SL.2.A: 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.	
	9.SL.2.B: Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.	
	9.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).	
	9.RL.2.A: Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.	
	9.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	
	9.RI.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.	
	9.RI.1.C: Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	
	9.RI.3.A: Analyze how similar ideas or topics are portrayed in different media formats.	
	9.RI.3.C: Analyze how multiple texts reflect the historical and/or cultural contexts.	
Learning Goal(s)	I can prepare content for a speaking event.	I can read a text and form an argument; I can transform my thinking into an argument.

	I can consider the audience in determining how to deliver content.	I can write a complex claim.
	I can set personal goals to help make the speaking event successful.	I can find evidence to form my argument.
	I can navigate conflict and tension respectfully.	I can use sources to support my argument and avoid plagiarism.
	I can use strategies to absorb verbal content.	I can paraphrase a source; I can cite my sources (MLA).
	I can listen to and consider new ideas that may conflict with my own opinions.	I can show the relationship between my evidence and my claim.
	I can regulate my behavior to show respect for the speaker.	I can restate what the author says / their position in my own words.
	I can read for pleasure, for self-discovery, and for personal growth.	I can know when to use a summary.
	I can carefully select appropriate books for myself to motivate and challenge me.	
	I can notice details and techniques of a writer while reading.	
	I can make connections between what I am reading and other texts, myself, the world.	
	I can explore and take risks with new genres and authors I've not read before.	
	I can be comfortable with confusion when I read and use strategies to clear confusion.	
	I can reflect on myself as a reader and set goals for continued growth and improvement.	

Curricular Resources	<u>Literature Sets</u>
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