TAMALPAIS UNION HIGH SCHOOL DISTRICT

English 1-4 Course of Study

Overview Information

Title of Course: English Language Arts 1-4	
Course Author(s): SJ Black, Chizzie Brown, Alex Franklin, Michael Krause, Michael Levinson, and Orianna Vaughn	Schools where the course will be taught: Archie Williams, Redwood, Tamalpais, Tamiscal, San Andreas
Length of Course: 1 year (2 semesters) for 9th grade and 1 year (2 semesters) for 10th grade	Subject Area and Discipline: English, Area "B"
Grade Levels: 9 and 10	Is this course an integrated course? No
Is this course being submitted for possible UC honors designation? No	Are you seeking UC approval? If so, in what area (A-G)? B
Prerequisites (required or recommended): None	Co-requisites (required or recommended): None

Check all that apply:

- ✅ UC A-G course
- ✅ Graduation Requirement (English 1-2 and English 3-4)
- ❑ Elective
- ❑ Honors/AP
- ❑ CTE

Introduction to the Course

Course Overview:

English language arts for 9th and 10th grades is designed to give students wide-ranging opportunities to read, write, and speak in a variety of genres for different audiences and purposes, to extend and practice new skills, and to build on those acquired previously. The focus is on developing skills using literature and nonfiction as crucial sources for discussion, analysis, critical thinking, discovery, debate, and writing. These courses provide an opportunity to connect with other courses in the curriculum, such as history and science, with its emphasis on reading, research, writing, speaking, analysis, and critical thinking.

These courses educate students through collaboration, where students work creatively and effectively towards common goals, using interpersonal skills to build positive relationships and promote collaborative learning. Through critical thinking, students identify, define, and solve authentic problems, pose substantive questions, reason effectively, and argue from evidence. They reflect critically on learning experiences, processes, and solutions while analyzing sources of information for accuracy and bias. Through curriculum, students gain intercultural competence from an understanding, value, and respect of a variety of cultures, backgrounds, communities, and identities. Students learn to understand and value multiple perspectives and experiences, while acknowledging personal bias, and are encouraged to

question the status quo and advocate for equity as well as a just and democratic society for all people. Through listening, students decipher meaning, values, attitudes, and intentions, while engaging in discussion and asking questions to gain and demonstrate understanding. Multiple mediums are used to communicate and express ideas creatively. A nurturing growth mindset is fostered to successfully navigate the learning process, recognizing both accomplishments and challenges. Students seek different ways to gain knowledge, embrace curiosity to ensure continuous improvement and lifelong learning, and demonstrate responsibility, integrity, and trustworthiness amongst each other. By the end of each course, students will develop emotional intelligence and self-awareness, and through empathy, they will show compassion for others, model confidence and resilience, and engage civically.

Reading: Literature (Fiction) and Informational Text (Nonfiction)

Summary:
Students will understand how writers convey ideas and perspectives through the intentional crafting of language. When reading fiction (novels, plays, short stories and poetry), students will understand and evaluate how the elements of fiction (speaker, conflict, character, setting, and tone) work together to develop the author's explicit and/or implicit thematic ideas. When reading nonfiction, students will understand and evaluate how the elements of nonfiction (speaker, occasion, audience, purpose, style and tone) work together to present and support the writer's thesis.

Guiding Principles:
- Semesters/units are organized around themes or essential questions to provide coherence and emphasize the connections between different works.
- Texts should reflect a variety of time periods and cultural backgrounds.

Expectations:
- **Each year, students will read five to seven works of literary merit**.
    - **Two to three works of literary merit must be read per semester in both 9th and 10th grade**
    - **Of the five to seven works read each year, two to three works must be nonfiction texts, or shorter nonfiction works must be included through each unit of study**

Literary merit includes TUHSD adopted literature books and other resources inclusive of the following taught in a single unit: classics, contemporaries, novels, memoirs, essays, multiple short stories, plays, movie scripts, poetry, research, news and feature articles.

Essential Standards:

RL: Reading Standards for Literature - Key Ideas & Details
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

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.

RL: Reading Standards for Literature - Craft & Structure
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade

9–10 Language standards 4–6 for additional expectations.)

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.

RL: Reading Standards for Literature - Range of Reading & Level of Text Complexity
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

RI: Reading Standards for Informational Text - Key Ideas & Details
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a central idea of a text and analyze 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.

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.

RI: Reading Standards for Informational Text - Craft & Structure
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 (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

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.

RI: Reading Standards for Informational Text - Integration of Knowledge & Ideas
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI: Reading Standards for Informational Text - Range of Reading & Level of Text Complexity
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 and of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Sample Assignment:
Assigned one of the following motifs in *Macbeth*–blood, sleep, night, and hand–students find six usages of the motif in Acts 2 and 3 combined, explain the unique connotations of each usage, and reflect on how the combined usages of the motif reflect Macbeth's internal and external conflicts.

Sample Assessment:
Upon completion of reading *A Raisin in the Sun*, students write an explanatory essay explaining the symbolic significance within the text of the potted plant, the liquor store, or the motif of sunlight.

Writing

Summary:
Students will write articulate claims, use evidence, and provide sufficient reasoning in a variety of modes,

including literary analysis, arguments and opinion pieces, and narrative writing. Students will develop written work from formative to summative drafts intended to show growth. Students will construct written work that is based on taught skills (thesis, claims, evidence, reasoning, organization, grammar, style, tone, etc.) The final written work will reflect real-world themes, topics, and universal experiences.

Guiding Principles:

- Over the course of each year, teachers meaningfully integrate a variety of writing types and related skills in academic and real-world contexts.
- These tasks may occur in response to a literary unit or in stand-alone units.

Expectations:

- **Each year, students will write two to four full-process pieces that include multiple drafts and reflect incorporated feedback**
  - **Must include one informative/explanatory piece**
  - **Must include one argumentative piece**
- **Each year, students will write at least one on-demand formative piece per unit of study to develop and demonstrate writing skills**
- **Each year, students will write at least one piece that requires the synthesis of multiple sources to make a claim(s) in response to a prompt**

Essential Standards:

W: Writing Standards - Text Types & Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1e. Provide a concluding statement or section that follows from and supports the argument presented.

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.

2a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b. 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.

2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2f. Provide a concluding statement or section that follows from and supports the information or explanation

presented (e.g., articulating implications or the significance of the topic).

W: Writing Standards - Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

W: Writing Standards - Research to Build & Present Knowledge
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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 including footnotes and endnotes.

9. Draw evidence from literary or informational texts to support analysis reflection, and research.

9a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

9b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

W: Writing Standards - Range of Writing
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.

Sample Assignments:
Students reflect on the "danger of single story" by reading selected novels reflecting stories from a range of ethnic group experiences in the United States. While reading, students collect evidence to write a set (3) CER paragraphs responding to three Driving Questions, that become a final Literary Analysis essay answering the Essential Question: *How does literature help dismantle single stories?* Students practice writing Claims, supporting Claims with well-selected Evidence, and provide sufficient corresponding Reasoning, as well as the use of transitions to build coherence.

Sample Assessment:
After reading *The Joy Luck Club* by Amy Tan, students will be asked to write a complete analytical analysis essay that must answer the following:
In *The Joy Luck Club*, the mothers and daughters often struggle to see one another's perspectives. This can be due to miscommunication, generational gaps, or cultural barriers. In a well written essay, explain a struggle between the mothers and daughters, and what happens as a result of these struggles.
Requirements:

- Use one mother/daughter pair as an evidence for the student's claims (more than one pair can be used)
- Formal introduction (three to five sentences)
- Two-three body paragraphs (two body paragraphs: minimum two pieces of evidence each; three body paragraphs: minimum one piece of evidence each)
- Formal conclusion (three to five sentences)
- MLA formatted

To ensure academic integrity, the outline and rough draft should be completed in class. Editing and revisions for later drafts may be completed outside of class.

Speaking & Listening

Summary:
Students will successfully demonstrate speaking and listening skills. Students will demonstrate the ability to present information formally, clearly and articulately, along with initiating and participating in informal academic discussions. Some examples of assignments and assessments include Socratic seminars, speeches, debates, lessons, live dramatizations, and literature circles.

Guiding Principles:
- Over the course of each year, teachers meaningfully integrate a variety of opportunities to practice speaking and listening skills.
- These tasks may be in response to a literary unit or in stand-alone units.

Expectations:
- **Each year, students will prepare and present two-four formal presentations. Some examples include: Socratic seminars, lectures, speeches, debates, lessons, and live dramatizations**
- **Students will engage in listening experiences that effectively examine argumentation, comprehension, rhetoric, and points of view, include: post-debate rhetorical evaluations, podcasts, Ted Talks, Spoken Word poetry, literary circles.**

Essential Standards:

SL: Speaking & Listening - Comprehension & Collaboration
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.

1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

1c. 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.

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.

2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL: Speaking & Listening - Presentation of Knowledge & Ideas
4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

Sample Assignment:
Students collaborate in small group discussions about each Act and Ode from the play in response to guiding questions from the teacher.

Sample Assessment:
Students participate in a Socratic Seminar after reading the play *Antigone*. Prior to the seminar, students prepare evidence and questions to present to other students. During the seminar, students engage as speakers and listeners to create a complex and critical discussion of the play.

Language

Summary:
Students will skillfully demonstrate mastery of the language standards that will elevate their writing through enhanced vocabulary acquisition, clarification of complex, unfamiliar or multiple meaning words, and precise mechanics such as capitalization, punctuation, and spelling. Additionally, students will skillfully analyze figurative language and move beyond literal interpretation to create vivid imagery that evokes critical thinking and deep, emotional connection.

Expectations:

Students study these concepts in the 9th grade	Students study these concepts in the 10th grade
• Use capitalization rules • The various uses of commas, ellipses, parentheses, or dashes to indicate a pause, break, omitted words, and to set off nonrestrictive/ parenthetical information • Verbs: active and passive voice; indicative, imperative, interrogative, conditional, and subjunctive mood; consistent verb tense • Pronouns: Avoid inappropriate shifts in pronoun number and person; vague, ambiguous, or unclear pronoun references • Agreement: Pronouns/ antecedents, subjects/ verbs • Use frequently confused words correctly • Avoid run-on sentences (fused or run-together sentences, comma splices), or sentence fragments (may correctly use purposeful fragments) • Grade-level appropriate vocabulary	• Use capitalization rules • Semicolons, colons, hyphens • Use commas, parentheses, or dashes to set off nonrestrictive/ parenthetical information • Use parallel construction with single words, such as verbs, particularly in informational and technical writing • Verbs: Avoid inappropriate shifts in verb tense • Pronouns: Avoid inappropriate shifts in pronoun number and person; vague or ambiguous or unclear pronoun references • Agreement: Pronouns/ antecedents, subjects/ verbs • Use frequently confused words correctly • Avoid run-on sentences (fused or run-together sentences, comma splices), or sentence fragments (may correctly use purposeful fragments) • Grade-level appropriate vocabulary

Sample Assignment:
Students proofread and provide edits and suggestions for an anonymous student's essay. A physical copy of this essay will be distributed in class. Students use a proofreading guide to provide edits and revision suggestions on the anonymous essay. Students should provide a minimum of fifteen edits on these areas: formatting, grammar, punctuation, spelling, analysis and style.

Sample Assessment:
Students can complete the assessment on Quill.org: Starter Diagnostic (Growth Post). (Teachers are recommended to start the unit/semester with the Intermediate Diagnostic (Growth Post) before completing the Growth Post at the end of the unit.)

Recommended Texts and Resources: TUHSD English 1-4 Adopted Literature

Board Approval Date: 06/23/2015
Revision: 05/18/2026
UC English "B" Approval Date: 06/23/2015
UC Revision Date: 6/2026