

a-g English 9 (CA Standards)

Course Description

Overview:

The purpose of a-g English 9 (CA Standards) is to provide in-depth, enriched integrated educational experiences in the language arts supported by the California Common Core Standards for Reading Literature, Reading informational Texts, Writing, Speaking and Listening, and Language.

By the completion of this course, the student will:

1. Use reading strategies, effectively to construct meaning from a range of technical, informative, and literary texts. Students read complex, rich texts and are provided with opportunities to practice and apply close reading strategies with challenging content.
2. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.
3. Use process-writing individually and collaboratively.
4. Understand the common features of a variety of literary forms and genres.
5. Respond critically and aesthetically to literature.
6. Demonstrate understanding and use of appropriate language for effective visual, oral, and written communication.
7. Select and use a variety of electronic media to create, revise, retrieve and verify information.
8. Demonstrate understanding of the impact of mass media and the regulations that govern its use.
9. Use cutting-edge digital tools to meet increased demands within the classroom and develop skills needed for success in college and the workplace.

Prerequisite: None Recommended

Corequisite: None Recommended

Course Objectives:

[CA Common Core State Standards - Link](#)

Please refer to the link above for more detailed information about the CA Standards for Grade 9 for English Language Arts & Literacy

Collection #1: Finding Common Ground

1. Collection Description: The focus of this collection is the individual and society- from the individual's struggle to be a part of society to a nation's struggle to unite for a common cause.
Novel: To Kill a Mockingbird by Harper Lee

Demonstration:

Selection: The student will:

“Once Upon a Time”

- Analyze the author’s choices concerning text structure; determine and support inferences about the theme; cite textual evidence to support analysis of the text
 - Speaking Activity: Create and perform an original modern fairy tale

“The Views of the Wall”

- Analyze the representation of a subject in two different mediums.
 - Media Activity: Compare the expressions of ideas in two mediums
 - Media Activity: Interview and discuss war memorials

“Night Calls”

- Cite evidence to support inferences in a text
 - Writing Activity: Respond to a question citing textual evidence

“A Quilt of a Country”

- Analyze and evaluate an author’s claim and delineate and evaluate an argument
 - Writing Activity: Write to support a claim about a positive aspect of your school or community

“Rituals of Memory”

- Determine a central idea and analyze its development over the course of a text.
 - Speaking Activity: Reflect and discuss how two possessions are important

“The Gettysburg Address”

- Analyze an author’s purpose and the use of rhetorical devices in a seminal U.S. document
 - Writing Activity: Persuasive essay and oral debate of the Gettysburg Address

“Making the Future Better, Together”

- Cite evidence to support inferences in a text
 - Writing Activity: Respond to a question citing textual evidence

“Oklahoma Bombing Memorial Address”

- Cite evidence to support inferences in a text
 - Writing Activity: Respond to a question citing textual evidence

2. Assignment

Speaking Activity: Presentation

The Gettysburg Address is one of the most famous speeches in US history. Students will work in a small group to prepare an oral presentation of the speech. Follow these steps:

1. Re-read the speech silently to yourself, making notes about pacing and emphasis. Pay particular attention to the effects of punctuation of your presentation.
2. In a small group, have a volunteer read the speech aloud. Discuss any questions about the meaning of the speech and the best way to present it. Summarize in writing, points of agreement and disagreement, acknowledging that different people may want to emphasize different words or phrases in the speech.
3. Practice your speech with a partner. After each partner has delivered the speech, discuss what was effective in the performance. Use your summary to help guide your constructive criticism.
4. Use the feedback from your partner to deliver the speech to your class.

Students will learn to:

- Work collaboratively and engage in discussions which analyze an author's purpose and rhetoric
- Analyze seminal U.S. documents
- Explore different views and perspectives about Lincoln's purpose and the meaning of certain passages

Collection #2: The Struggle for Freedom

1. Collection Description: From the American Civil Rights movement to the Middle East and Latin America, this collection explores the universal desire for freedom.

Anchor Texts: "I Have a Dream" by Martin Luther King, Jr.; from *Nobody Turn Me Around: A History of the 1963 March on Washington* by Charles Euchner

Novel: *To Kill a Mockingbird*, by Harper Lee

Demonstrations:

Selection: The Student Will:

"The Censors"

- Analyze a writer's point of view and cultural background, and also analyze an author's choices about style and structure
 - Writing Activity: Write a letter from the point of view of a character

"The Prisoner Who Wore Glasses"

- Cite textual evidence to support inferences from the text
 - Writing Activity: Respond to a question citing textual evidence

"I Have a Dream"

- Analyze a seminal U.S. document and the impact of its rhetoric
 - Writing Activity: Write an analysis to compare the ideas of two speeches

“Nobody Turn me Around..”

- Analyze connections between ideas and events and analyze accounts in different mediums
 - Writing Activity: Write an account to explain a historical event

From Reading *Lolita in Tehran* From *Persepolis 2*

- Determine author’s point of view and analyze accounts in different mediums
 - Media Activity: Create a graphic novel

“A Eulogy for Dr. Martin Luther King, Jr.”

- Cite textual evidence to support inferences from the text
 - Writing Activity: Respond to a question citing textual evidence

2. Assignment:

Performance Task: Write an Argument

The texts in this collection focus on the universal desire for freedom and the ongoing struggle around the world to win political, social, and sometimes even personal freedom. Some people argue that freedom is never given: it must be demanded. Do you agree with this belief? Choose three texts from this collection, including the anchor text, “I Have a Dream” and identify how each writer addresses the struggle for freedom in his or her society. Then, write an argument in which you cite evidence from all three text to support your claim.

Analyze the Texts- Reread “I Have a Dream” and take notes about how Martin Luther King Jr addresses the struggle for freedom in American society. Does he believe that freedom is given or that it must be demanded by the people? Pay attention to specific details as you gather evidence from the text. Then review your two other texts, and make notes on how the author’s address the struggle for freedom.

Debate Your Claim- Writing an argument is similar to having a debate, only it’s written on paper. You must be prepared to make counterclaims, or arguments, to answer an opposing claim. In a mini-debate with a partner, present your claim and the evidence you have gathered from the text to support your claim. Your partner will then make an argument against your claim. You will respond to the opposing claim with reasons and evidence that support your position. Once you have completed your debate, it is your partner’s turn to present his or her argument, and you will make an opposing claim.

Produce- Draft Your Essay

Write a draft of your essay, following your outline.

- Introduce you claim. Present your argument in an interesting way that will grab the

attention of your readers.

- Present your reasons, evidence, and opposing claims in logically ordered paragraphs.
- Explain how the evidence from the texts support your ideas about the struggle for freedom in a society.
- Use transitions to clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
- Write a conclusion that follows from and supports your argument.

Revise- Improve Your Draft

Ask yourself these questions when you revise:

- Introduction strong and confident? Will my readers be interested in finding out the reasons for my position?
- Have I presented both a claim and relevant evidence to support it?
- Have I acknowledged opposing claims and countered them with reasons and evidence?
- Is my essay cohesive? Do i need additional transitions to make connections clear?
- Does my conclusion follows logically from the body of my essay and provide a solid ending?
- Have I used formal English, avoiding slang and non-standard English:

Present- Exchange Essays

When your final draft is completed, exchange essays with a partner. Read your partner's essay and provide feedback. Be sure to point out aspects of the essay that are particularly strong, as well as areas that should be improved.

The student will learn to...

- Make a claim and develop the claim with valid reasons and relevant evidence from the text
- Anticipate opposing claims and counter them with well supported reason and relevant evidence
- Establish clear, logical relationships among claims, counterclaims, reasons, and evidence
- Include an introduction, a logically structured body linked with transitions, and a conclusion
- Follow the conventions of standard written English
- To debate their argument and counter an opposing argument

Collection #3: The Bonds Between Us

1. Collection Description: In this collection, the pieces will explore what links individuals to family, friends, pets, and community.

Anchor Texts: “When Mr. Pirzada Came to Dine” by Jhumpa Lahiri and “Monkey See, Monkey Do, Monkey Connect” by Frans de Waal

Demonstrations:

Selections: The Student Will:

“When Mr. Pirzada Came to Dine”

- Cite textual evidence to analyze character and theme in a short story and to support inferences about themes
 - Writing Activity: Write a letter from a character’s point of view.

“The Grasshopper and the Bell Cricket”

- Analyze the impact of cultural background on point of view and also analyze the impact of word choice on tone
 - Writing Activity: Write a letter to a character

“At Dusk”

- Interpret figurative language
 - Speaking Activity: Reading or reciting a piece of poetry with focus on pitch, tempo, and volume.

“And of Clay are we Created”

- Cite strong and thorough textual evidence to support what the text says explicitly, as well as inferences drawn from the text
 - Writing Activity: Respond to a question citing textual evidence

“Monkey See, Monkey Do, Monkey Connect”

- Delineate and evaluate an author’s claims and determine the technical meanings of words used in the text
 - Speaking Activity: Debate a Point of View and support position with evidence

“With Friends Like These”

- Analyze how an author unfolds a series of ideas in an informational text
 - Speaking Activity: Discussion to agree or disagree with points made in the text

“Count on Us”

- Analyze the purpose and development of ideas in a public service announcement
 - Media Activity: Create a Public Service Announcement

“From Animals in Translation”

- Cite strong and thorough textual evidence to support what the text says explicitly, as well as inferences drawn from the text
 - Writing Activity: Respond to a questions citing textual evidence

2. Assignment:

Performance Task- Writing Activity: Letters

“When Mr. Pirzada Came to Dine” is told from the point of view of 10 year-old Lilia. What might we learn if we could know Mr. Pirzada’s point of view? Write two letters from Mr. Pirzada to his family in Dacca. Be sure to base the details in your letters on insights we gain through Lilia’s observations in the story.

- In the first letter, have Mr. Pirzada describe Lilia and her family. Have him explain why he enjoys giving Lilia candy and what she does with it.
- In the second letter, have him describe Halloween. Include details about the pumpkin carving and Lilia’s trick-or-treating.

The student will learn to...

- Analyze character and theme
- Analyze symbols
- Cite text evidence
- Compose a letter following the conventions of standard written English

Collection #4: Sweet Sorrow

1. Collection Description: This collection explores the nature of love and the conflicts surrounding it.

Anchor Texts: Romeo and Juliet

By William Shakespeare

Novel: Romeo and Juliet by William Shakespeare

Demonstration:

Selection: The student will:

“Romeo and Juliet”

- Analyze character motivations and parallel plots
 - Speaking Activity (Act 1): Identify passages that express love or hate.
 - Speaking & Writing Activity (Act IV): Perform a dramatic reading of a scene and write a letter that explains character motivations
 - Speaking Activity (Act II): Debate motivations from a character’s point of view
 - Writing Activity (Act III): Explore the parallel feelings of despair by writing a journal entry from the point of view of a character
 - Writing Activity (Act V): Write a eulogy for a character

“My Shakespeare”

- Analyze how a modern artist draws on and transforms source material for a new artistic expression

- Media Activity: Use technology to reflect on a poem

“Pyramus and Thisbe”

- Analyze source material
 - Writing Activity: Compare “Pyramus and Thisbe” to Romeo and Juliet

From “Love’s Vocabulary”

- Analyze ideas presented in an essay and determine word meanings
 - Speaking Activity: Discuss then summarize the main idea of the text

“Duty”

- Analyze how an author draws on and transforms source material and how an author’s choice of point of view creates desired effects
 - Writing Activity: Write a journal entry from the point of view of a character

From The Tragedy of Romeo and Juliet - Prologue Act II, scene ii

- Cite evidence from the text to support inferences
 - Writing Activity: Write a response citing textual evidence a support

2. Assignment:

Performance Task - Writing Activity: Eulogy

Use your knowledge of Romeo and Juliet to write a eulogy, a tribute to someone who has died, for both of them.

1. With a partner, brainstorm important details about their lives and their relationship. Think about their motivations, how they fell in love, the challenges they faced, and how they changed each other.
2. With your partner, craft your eulogy, highlighting key details about the characters of the two young people. Be sure your ideas are grounded in details from the play.

In both pieces of writing, include evidence from the text and use the conventions of standard English.

The student will learn to...

- Analyze character motivations and parallel plots
- Use evidence from the text to support a claim
- Use the conventions of standard English to compose a formal speech
- Demonstrate an understanding of Romeo & Juliet

Collection #5: A Matter of Life and Death

1. Collection Description: This collection provides a wide-ranging look at how humans endure in

the face of adversity.

Anchor Texts: Night by Elie Wiesel and “The End and the Beginning” by Wislawa Szymborska
Novel: The Pearl by John Steinbeck

Demonstration:

Selection: The student will:

“The End and the Beginning”

- Determine the meanings of figurative language and how it influences tone in poetry
 - Writing Activity: Analyze and share the meaning of figurative language

“The Leap”

- Analyze the impact of an author’s choices and make inferences about theme
 - Speaking Activity: Explore the author’s use of imagery through a written response

“The Survivor”

- Cite textual evidence to support inferences
 - Writing Activity: Write a response citing textual evidence as support

From Night

- Analyze an author’s purpose and his use of rhetoric and the impact of word choice on tone
 - Writing Activity: Write a brief analysis to answer guided questions about the text

“Is Survival Selfish”

- Delineate and evaluate an argument by examining a claim and the evidence provided to support that claim
 - Speaking Activity: Develop a logical argument in order to participate in a debate; explain which argument is more convincing

Deep Survival

- Analyze ideas and events presented in the text, determine the central idea, and summarize the text
 - Writing Activity: Write an argument that agrees or disagrees with the author’s point of view

From An Ordinary Man

- Cite textual evidence to support inferences
 - Writing Activity: Write a response citing textual evidence as support

“Truth at all Costs”

- Cite textual evidence to support inferences
 - Writing Activity: Write a response citing textual evidence as support

2. Assignment:

Performance Task - Writing Activity: Analysis

Elie Wiesel's account of the concentration camp is deeply personal. Think about what he wrote and what he may have wanted to achieve with his account. Then write a brief analysis in which you answer the following questions:

- Why did Weisel write *Night*? What did he hope to accomplish? Did he succeed?
- Did his descriptions of life in the camp connect with you, the reader? How?
- Elie Weisel's account of the Holocaust was written years after the events took place. How might the difference be if it had been written as a diary, a first person account of events immediately after they happen?
- Would you recommend this memoir to others? Why?

In your writing, include evidence from the text to support your analysis and use the conventions of standard English.

The students will learn to...

- Cite textual evidence
- Determine a central idea; provide an objective summary
- Determine the meaning of words and phrases
- Determine an author's purpose and analyze how an author uses rhetoric to advance that purpose

Collection #6: Heroes and Quests

1. Collection Description: The hero's journey takes many forms, from traveling through forbidding places to exploring the mind.

Anchor Texts: from the *Odyssey* by Homer
Protected Novels: *The Odyssey* by Homer
The Bean

Novel: *The Pearl* by John Steinbeck

Demonstration:

Selection: The student will:

The Odyssey

- Analyze elements of an epic poem, such as plot, setting, theme, and character as well as its figurative language
 - Writing Activity: Write a narrative from the point of view of one of the characters

"The Journey"

- Interpret figurative language

- Speaking Activity: Cite evidence that shows similarities and differences between journeys

“The Cyclops” from the Odyssey

- Cite textual evidence to support inferences
 - Writing Activity: Write a response citing textual evidence as support

From The Cruellest Journey: 600 Miles to Timbuktu

- Determine the central idea of the text, analyze the ideas and events presented, and cite textual evidence
 - Writing Activity: Write an analysis of the central idea of the text citing evidence as support

“The Real Reasons We Explore Space”

- Delineate and evaluate an argument
 - Writing Activity: Write an editorial for or against continuing the space program

From The Good Soldiers

- Cite textual evidence to support inferences
 - Writing Activity: Write a response citing textual evidence as support

2. Assignment:

Performance Task - Writing Activity: Editorial

Michael Griffin argues that exploring space is important and provides both “acceptable” and “real” value. However, space exploration comes with a large price tag. Is that price tag worth it? Should explore space be a part of our national budget?

Write an editorial for or against continuing the space program. In your editorial,

- State a clear claim for your argument and present at least three supporting reasons
- Use evidence consisting of examples, questions, and facts
- Avoid faulty logic
- Include a conclusion restating your claim
- Use the conventions of standard English

Student will learn to...

- Analyze and evaluate research from credible media sources to conduct a “cost-benefit analysis”
- Write an editorial for or against continuing the space program synthesizing the supporting evidence from the text and other media sources.
- Properly evaluate research from several media sources and create an accurate, concise editorial based on their research and analysis.
- Select information from informational texts that support analysis, reflection and research
- Demonstrate their knowledge of proper MLA citation by providing a bibliography or list of works cited, using standard bibliographic citation format

Course Materials
Textbooks

Title	Author	Publisher	Edition	Primary
CA Standards-based textbook (This course is aligned to the 2015 Collections Grade 9 Houghton Mifflin Harcourt textbook, but it is designed to work with the following CA standards aligned textbooks as well)	Kylene Beers, Martha Hougen, Carol Jago, Williams L. McBride, Erik Palmer and Lydia Stack	Houghton Mifflin Harcourt	2015	Yes
<u>Mirrors & Windows, Connecting with Literature Common Core State Standards Edition, Level IV</u>	EMC Publishing	EMC Publishing	2012+	Yes
<u>Pearson myPerspectives™ English Language Arts</u> Grade 9	Elfrieda “Freddy” Hiebert, Ph.D.; Kelly Gallagher; Ernest Morrell, Ph.D.; Jim Cummins	Pearson	2017	Yes

Library Texts

Title	Author	Publisher	Edition	Read in entirety
To Kill a Mockingbird	Harper Lee	Grand Central Publishing	1998	Yes
Romeo & Juliet	William Shakespeare	Simon & Schuster	2004	Yes
The Pearl	John Steinbeck	Penguin Books	2004	Yes