



English 9, Part 2 – Course Syllabus

Course Description:

This course is the second semester of 9th-grade English and includes rhetorical choices, research, speech and debate.

Credits - One Semester (0.5 Carnegie unit)

Course Outline	Common Core Standards
<p>Unit 1 - Lord of the Flies</p> <ul style="list-style-type: none"> 1.1 Lord of the Flies 1.2 What is Allegory? 1.3 Literary Lens: Moral - Religious 1.4 Literary Lens: Philosophical 1.5 Literary Lens: Psychological 1.6 Literary Lens: Historical 	<p>In this unit, students will learn:</p> <ul style="list-style-type: none"> How to identify and use the literal and figurative meaning of words and symbols in an allegory. How to interpret the connotative power of words in a political satire. How to analyze the structure of a prose satire as derived from its influential fictional and political documents. To read and analyze author's purpose using the following literary lenses: political, philosophical, religious, and historical. How to synthesize content from several historical sources about a single issue. To explore ideas presented from primary sources through analysis, evaluation, and elaboration. To evaluate author's choices, purposes, claims, and symbolic meanings. How to identify theme, plot, conflict, and character relationships in an allegory and coming-of-age prose work. To create a map graphic organizer in order to show conflict escalation in a claim-evidence-commentary synthesis project. <p>Standards: [RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.10, L.9-10.5, L.9-10.5a]</p>
<p>Unit 2 - Rhetorical Choices</p> <ul style="list-style-type: none"> 2.1 The Rhetorical Situation 2.2 Exigence: The Call to the Stage 2.3 Writing with Purpose 2.4 Text Types: The Blog 	<p>In this unit, students learn about "rhetorical choices," anything an author or speaker uses to construct meaning in communication. More than simple devices, rhetorical choices are complex situations, opportunities, appeals, and uses of language to fit any given audience, topic, or communication. With digital media, these rhetorical choices often involve online participants that we may</p>

	<p>never meet or who are not even born yet! So, we must be mindful of many of the elements of communication that we take for granted. By the end of this unit, you will be able to:</p> <p>Identify, analyze, and build any speech/rhetorical situation.</p> <p>Understand and seize upon exigence, a problem or opportunity that needs immediate address.</p> <p>Connect a speaker's message to an audience through a purpose, depending on the situation.</p> <p>Discriminate and justify a position using lines of reasoning and argument</p> <p>Articulate a position of self and others using logic, lines of reasoning, and argument</p> <p>Effectively use content-specific language, style, tone, and text structure to compose or adapts writing for different purposes and audiences</p> <p>Read, write, and analyze types of personal blog posts, differentiating them from newspaper articles and other professional and media blogs.</p> <p>Construct meaning, purpose, and tone (attitude) in personal writing tasks about a thematic topic.</p> <p>Standards: [RL.9-10.4, RL.9-10.5, RL.9-10.10, RI.9-10.3, RI.9-10.4, RI.9-10.6, RI.9-10.7, RI.9-10.10, W.9-10.1, W.9-10.1a, W.9-10.1.b, W.9-10.1.c, W.9-10.1.d, W.9-10.1.e, W.9-10.2, W.9-10.2.a, W.9-10.2.b, W.9-10.2.c, W.9-10.2.d, W.9-10.3, W.9-10.3.a, W.9-10.3.b, W.9-10.3.c, W.9-10.3.d, W.9-10.3.e, W.9-10.4, W.9-10.6]</p>
<p>Unit 3 - Speech</p> <p>3.1 Greta Thunberg: "Address to the United Nations"</p> <p>3.2 John Lewis: "Together, You Can Redeem the Soul of a Nation"</p> <p>3.3 Sir Ken Robinson: "Do Schools Kill Creativity?"</p> <p>3.4 Logical Appeals: Analyzing Evidence</p> <p>3.5 Emotional Appeals: Stories to Move Us</p> <p>3.6 Ethical Appeals: Values-based claims</p>	<p>In this unit, students will learn how to:</p> <p>Use language appropriate for purpose and audience.</p> <p>Analyze speeches for varied audiences and purposes.</p> <p>Demonstrate skill in inferential and evaluative listening.</p> <p>Demonstrate comprehension of a variety of informational and persuasive texts.</p> <p>Engage in a wide range of non-fiction and real-life informational texts to solve problems, judge the quality of ideas, or persuade an audience.</p> <p>Discriminate and justify a position using lines of reasoning and argument.</p> <p>Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech.</p> <p>Demonstrate a range of strategies when engaging difficult texts or examining complex problems or issues.</p> <p>Standards: [RI.9-10.7, RI.9-10.8, RI.9-10.10, SL.9-10.1.d, SL.9-10.1.d, SL.9-10.2, SL.9-10.3, SL.9-10.5, SL.9-10.6]</p>

<p>Unit 4 - Research</p> <p>4.1 Managing Sources 4.2 Primary and Secondary Sources 4.3 Citing Information using Notecards 4.4 Making an Outline 4.5 Debate Thesis</p>	<p>In this unit, students will learn to:</p> <p>Identify quality primary, secondary, and tertiary sources for academic research on a debatable topic. Cite strong textual evidence to support a claim or an argument.</p> <p>Determine and summarize a central idea or claim for a topic and its line of reasoning that is developed in its claim or argument.</p> <p>Draw conclusions from informational texts to determine if authors support, refute, or qualify positions on a topic or in a claim or an argument. Use primary, secondary, and tertiary sources to generate and answer research questions.</p> <p>Exercise ethical conduct when writing, researching, and documenting sources.</p> <p>Analyze author's claims, points of view, and purpose by summarizing, paraphrasing, and quoting sources. Cite academic research using MLA format and composition best practices.</p> <p>Write a controlled research project using the step-by-step research and writing process, meeting benchmarks for gathering and annotating sources, creating a bibliography, and drafting an outline or paper.</p> <p>Standards: [W.9-10.2, W.9-10.2.b, W.9-10.2.e, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9, L.9-10.3.a]</p>
<p>Unit 5 - Debate</p> <p>5.1 Debating a Resolution 5.2 Choosing Sides: Affirmative vs. Negative 5.3 Choosing Arguments and Evidence 5.4 Cross-Examination Questions 5.5 Rebuttals</p>	<p>In this unit, students will learn how to:</p> <p>Engage in a wide range of non-fiction and informational texts to solve problems, judge the quality of ideas, and debate a controversial issue. Implement the writing process successfully to plan, revise, and edit written work.</p> <p>Discriminate and justify a position using lines of reasoning and argument.</p> <p>Master the techniques of persuasive writing and Lincoln-Douglas debate formats and strategies. Articulate the position of self and others using logic, lines of reasoning, and argument.</p> <p>Use primary, secondary, and tertiary sources to generate and answer research questions. Evaluate explicit and implicit viewpoints, values, attitudes and assumptions concealed in speech, writing, and data.</p> <p>Demonstrate the use of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues.</p> <p>Exercise ethical conduct when writing, researching, and documenting sources.</p>

Standards:

**[RI.9-10.2, RI.9-10.3, RI.9-10.7, RI.9-10.8, W.9-10.1,
W.9-10.1.a, W.9-10.1.b, W.9-10.1.d, W.9-10.2.b,
W.9-10.3.a, W.9-10.3.b, W.9-10.7, W.9-10.8]**