



## English 9, Part 1 - Course Syllabus

### Course Description:

English 9, part 1 starts with an introduction to literary elements through the reading of several short stories. The course then moves on to explore identity, culture, and literary archetypes through a graphic novel format. The course presents a writing workshop to support the development of argumentative and informative writing genres. The course concludes with a poetry study and reading of Shakespeare's classic, *Romeo and Juliet*.

Part 1: 5 credit hours

Part 2: 5 credit hours

### Course Outline

### Common Core Standards

#### English 9, Part 1

##### Unit 1 - Short Fiction - Literary Elements

- 1.1 Plot Structure
- 1.2 Richard Connell- *The Most Dangerous Game*
- 1.3 Edgar Allan Poe- *The Cask of Amontillado*
- 1.4 Characterization and Setting
- 1.5 Alice Walker- *Everyday Use*
- 1.6 Theme and Point of View

**In this unit**, students learn to read, interpret, and analyze literary and informational text in terms of literary elements and authorial choices. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9 reading and content, choosing flexibly from a range of strategies. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English grammar and usage when writing.

**(RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10, L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.4.C, L.9-10.4.D, L.9-10.5, L.9-10.6)**

##### Unit 2 - Identity - The Graphic Novel

- 2.1 Gene Yang- *American Born Chinese*
- 2.2 "Show and Tell" - Graphic Essay

**In this unit**, students will learn to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

- 2.3 Archetypes in Literature
- 2.4 Identity: Who am I?
- 2.5 Culture: Who are we?
- 2.6 Literacy Narrative: How does language define us?

drawn from the text. 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. 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. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. 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. 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.

**(RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10, RI.9-10.6, L.9-10.3, L.9-10.4, .L.9-10.6)**

### Unit 3 - Writer's Workshop

- 3.1 Writing Claims
- 3.2 Logical Reasoning
- 3.3 Choosing Types of Evidence
- 3.4 Commentary: Analyzing Evidence
- 3.5 Synthesizing Information
- 3.6 Rebuttals and Counterarguments

**In this unit**, students will learn to analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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. 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.

**(RI.9-10.5, W.9-10.1, W.9-10.1.A, W.9-10.1.C, W.9-10.1.D, W.9-10.2, W.9-10.2.A)**

## Unit 4 - Poetry

- 4.1 Types of Verse and Sound Devices
- 4.2 Poet vs. Speaker
- 4.3 Types of Imagery
- 4.4 The Sonnet

**In this unit**, students will learn to read and comprehend literature, including stories, dramas, and poems, in the grade-level text complexity band, proficiently and independently. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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. 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. 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.

**(RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.10, RI.9-10.3, RI.9-10.6)**

## Unit 5 - Romeo & Juliet

- 5.1 Who's Who in Verona: Romeo and Juliet
- 5.2 The Role of Language in Shakespeare
- 5.3 Figurative Language
- 5.4 Dualities, Juxtaposition, and Foils
- 5.5 Types of Irony

**In this unit**, students will learn to read and comprehend literature, dramas, and poems, according to grade-level text complexity band, proficiently and independently. Read and deliver (e.g., poem, selection from a speech or dramatic soliloquy) that conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. Draw evidence from literary or informational texts to support analysis, reflection, and research. Analyze 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 or how a later author draws on a play by Shakespeare]"). Trace the theme, character, tone, or mood envisioned for tragic effects by Shakespeare in terms of development, character foils, and

authorial choices. Analyze authorial choices as they apply to use of language, diction, tone, and effect upon the audience; as author's choices throughout the course of a tragedy and how dramatic irony and tragic flaws effect the plot and characters on stage but also in the audience and readers. Understand the historical and linguistics of Shakespeare's language, both on and off stage, between tragedy and comedy, and between high and low comedy, as befitting a character's rhetorical situation.

**(RI.9-10.6, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10, L.9-10.4, L.9-10.4.A, L.9-10.4.C, L.9-10.4.D, L.9-10.5, L.9-10.5.A)**