Course Title: English I Honors
Board Approval Date: January 17, 2019
Credit / Hours: 1.0

Course Description:

Students eligible for this introductory honors English course must be prepared to do more advanced and disciplined work. Students will be assigned and complete in-depth work in the area of reading, writing, vocabulary, grammar, literary analysis, oral communication, and research. There are more required texts in the honors level, and students are expected to do more work independently so that students can work collaboratively on in-class assignments and activities. The successful completion of a research project is <u>required</u> for this course.

Learning Activities / Modes of Assessment

Quizzes	Schoology
Tests	Independent Reading and Writing
Written Responses	Whole Group Reading
Projects	Partner Reading
Partner Work	Research
Group Work	Technology
Whole Group Discussion	Presentations
Socratic Seminars	Homework
Conferencing	Peer Editing and Revision

Instructional Resources:

Elements of Literature 3rd Course
Various Novels
Vocabulary in Workshop 3rd Course
Elements of Effective Writing

Curriculum:
Course: English I

KNOW	UNDERSTAND	DO
Reading for Meaning--Fiction		
Assessment Anchor: L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature. **Standards:** CC.1.3.9–10.A 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. CC. 1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Students will use strategies to analyze author's purpose and how it's achieved in literature.	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

CC.1.3.9–10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.		
Assessment Anchor: L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature. **Standards:** CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.9–10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Students will determine and clarify meaning of vocabulary.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words L.F.1.2.4 Draw conclusions about connotations of words.
Assessment Anchor: L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	Students will comprehend literature.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs L.F.1.3.2 Summarize the key details and

		events of a fictional text, in part or as a whole.
Standards: CC.1.3.9–10.A 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. CC. 1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.		
L.F.2.1 Use appropriate strategies to make and support interpretations of literature. **Standards:** CC. 1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	Students will make and support interpretations of literature.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text L.F.2.1.2 Cite evidence from a text to support generalizations.
L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	Students will compare, analyze, and evaluate literary forms.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

Standards: CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.		L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
Assessment Anchor: L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements. **Standards:** CC.1.3.9–10.A 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. CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Students will compare, analyze, and evaluate literary elements.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and

CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

CC.1.3.9–10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.

CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts. | | other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:
Note: Plot may also be called action.
• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
• the relationship between elements of the plot and other components of a text
• how the author structures plot to advance the action

L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:
• the relationship between the theme and other components of a text
• comparing and contrasting how major themes are developed across genres
• the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
• the way in which a work of literature is related to the themes and issues of its historical period

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, |

		style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole
Assessment Anchor: L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction. **Standards:** CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.	Students will interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
Assessment Anchor:	Students will identify and analyze literary	L.F.2.5.1 Identify, explain, interpret,

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction. **Standards:** CC.1.3.9–10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect. CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.	devices and patterns.	describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text. L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices. L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.
Standard - CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Students will comprehend literary fiction. Students will read independently and proficiently.	Understand and summarize what they have read.
READING for Meaning - NON-FICTION		
Assessment Anchor: L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature. **Standards:** C.C.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an	Students will analyze an author's purpose and how it is achieved.	L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and

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. CC.1.2.9–10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.		elements of nonfiction to effectively communicate an idea or concept. L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.
Assessment Anchor: L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature. **Standards:** CC.1.2.9–10.J 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	Students will determine and clarify meaning of vocabulary.	L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about

knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies and tools. | | connotations of words. |
| **Assessment Anchor**:
L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.

Standards:
CC.1.2.9–10.A 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.

CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and | Students will comprehend literature. | L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs

L.N.1.3.2 Summarize the key details and events of a non-fictional text, in part or as a whole.

L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another. |

evaluate how an 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.		

Assessment Anchor: L.N.2.1 Use appropriate strategies to make and support interpretations of literature. **Standards:** CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	Students will make and support interpretations of literature.	L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.N.2.1.2 Cite evidence from a text to support generalizations
Assessment Anchor: L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms. **Standards:** CC.1.2.9–10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Students will compare, analyze, and evaluate literary forms.	L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
Assessment Anchor: L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	Students will compare, analyze, and evaluate literary elements.	L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a

Standards: CC.1.2.9–10.A 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. CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an 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. CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.		variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography. • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements) L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

		L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in

		a variety of nonfiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole
Assessment Anchor: L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction. **Standards:** CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an 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. CC.1.2.9–10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Students will identify and analyze text organization and structure in literary nonfiction.	L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts. L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions. L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts. L.N.2.4.4 Make connections between a text and the content of graphics and charts L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.
Assessment Anchor: L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction. **Standards:**	Students will identify and analyze essential and nonessential information in literary nonfiction.	L.N.2.5.1 Differentiate between fact and opinion. L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.

CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.		L.N.2.5.3 Distinguish essential from nonessential information L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text. L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.
Standard - CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	Students will read texts that are important to U.S. history. Students will analyze the importance of texts that are important to U.S.history	Identify key ideas in seminal U.S. documents. Analyze the impact of the documents in U.S. history.
Standard - CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Students will read and comprehend literary non-fiction and informational text. Students will read independently and proficiently.	Understand and summarize what they have read

WRITING

INFORMATIVE		
Standard CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately	Students will write informative/explanatory text that clearly and accurately examines complex ideas and information.	Examine and convey topics through informative/explanatory writing
Standard CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.	Students will write with distinct, clear focus identifying topic, task, and audience.	C.E.1.1.1 Write with a sharp controlling point and an awareness of the audience and expository. C.E.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details. C.E.1.1.3 Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). C.E.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. C.E.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.
Standard CC.1.4.9–10.C	Students will develop and analyze the topic.	C.E.1.1.1 Write with a sharp controlling point and an awareness of the audience

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	Students will include graphics and multimedia when useful to aiding comprehension.	and expository. C.E.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details. C.E.1.1.3 Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). C.E.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. C.E.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.
Standard CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section	Students will organize ideas, concepts, and information to make important connections and distinctions. Students will use varied transitions to connect major sections of text. Students will use appropriate structure with writing to aid in comprehension. Students will provide a concluding statement or section in their writing.	C.E.1.1.1 Write with a sharp controlling point and an awareness of the audience and expository. C.E.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details. C.E.1.1.3 Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).

		C.E.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. C.E.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.
Standard CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. ● Use precise language and domain-specific vocabulary to manage the complexity of the topic. ● Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	Students will use precise language and domain--specific vocabulary. Students will establish and maintain a formal style and objective tone and attend to the norms of the discipline.	C.E.1.1.1 Write with a sharp controlling point and an awareness of the audience and expository. C.E.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details. C.E.1.1.3 Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). C.E.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. C.E.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation. C.E.2.1.1 Use a variety of sentence structures.

		C.E.2.1.3 Revise to eliminate wordiness and redundancy.
		C.E.2.1.4 Revise to delete irrelevant details.
		C.E.2.1.5 Use the correct form of commonly confused words; use logical transitions.
		C.E.2.1.6 Combine sentences for cohesiveness and unity.
		C.E.2.1.7 Revise sentences for clarity.
Standard CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Students will demonstrate commands of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	C.E.1.1.1 Write with a sharp controlling point and an awareness of the audience and expository. C.E.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details. C.E.1.1.3 Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). C.E.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.

| | | C.E.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.

C.E.3.1.1 Spell all words correctly.

C.E.3.1.2 Use capital letters correctly.

C.E.3.1.3 Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).

C.E.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).

C.E.3.1.5 Demonstrate correct sentence formation. |
|---|---|---|
| **ARGUMENTATIVE** | | |
| **Standard** CC.1.4.9–10.G
Write arguments to support claims in an analysis of substantive topics. | Students will write arguments to support claims. | Support claims through argumentative writing |
| **Standard** CC.1.4.9–10.H
Write with a sharp, distinct focus identifying topic, task, and audience.
● Introduce the precise claim. | Students will write with a sharp, distinct focus.

Students will identify topic, task, and audience.

Students will introduce the precise claim. | C.P.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.

C.P.1.1.2 Construct a thorough argument with consistent, relevant support through |

		the use of persuasive strategies; address opposing viewpoints. C.P.1 .3 Organize the argument using effective strategies to develop a strong, well-supported position. C.P.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures C.P.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.
Standard CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.	Students will distinguish the claims from alternate or opposing claims. Students will develop claims fairly. Students will supply evidence for each while pointing out the strengths and limitations.	C.P.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.P.1.1.2 Construct a thorough argument with consistent, relevant support through the use of persuasive strategies; address opposing viewpoints. C.P.1 .3 Organize the argument using effective strategies to develop a strong, well-supported position. C.P.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence

		structures C.P.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.
Standard CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and 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; provide a concluding statement or section that follows from and supports the argument presented.	Students will create organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. Students will link the major sections of the text to create cohesion, and clarify the relationships between claims, counterclaims, reasons, and evidence. Students will provide a concluding statement.	C.P.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.P.1.1.2 Construct a thorough argument with consistent, relevant support through the use of persuasive strategies; address opposing viewpoints. C.P.1 .3 Organize the argument using effective strategies to develop a strong, well-supported position. C.P.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures C.P.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.
Standard CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition. ● Use precise language and domain-specific vocabulary to	Students will use specific language and vocabulary to craft the complexity of the topic.	C.P.2.1.1 Use a variety of sentence structures. C.P.2.1.2 Use precise language to create clarity, voice, and tone.

	Students will create and utilize formal style and objective tone as it relates to the appropriate type of writing.	C.P.2.1.3 Revise to eliminate wordiness and redundancy.
manage the complexity of the topic. ● Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.		C.P.2.1.4 Revise to delete irrelevant details. C.P.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.P.2.1.6 Combine sentences for cohesiveness and unity. C.P.2.1.7 Revise sentences for clarity.
Standard CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Students will demonstrate commands of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	C.P.3.1.1 Spell all words correctly. C.P.3.1.2 Use capital letters correctly C.P.3.1.3 Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly). C.P.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax). C.P.3.1.5 Demonstrate correct sentence formation
NARRATIVE WRITING		

Standard - CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.	Students will write narratives that develop real or imagined experience or events.	Develop real or imagined experiences or events by writing narratives
Standard - CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.	Student will write engaging narratives that solves a problem, has multiple points of view, and introduces a narrator or characters.	Write narratives that present a problem/solution offering multiple points of view involving the narrator and/or other characters.
Standard - CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	Students will use narrative techniques to convey a vivid picture.	Write narratives that use techniques to communicate a story to readers that readers can visualize
Standard - CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or	Students will create a smooth progression progression of experiences or events.	Write with an effective organizational method

resolved over the course of the narrative.		
Standard - CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.	Students will use parallel structure. Students will use various types of phrases and clauses.	Write with effective and grammatically correct style, focusing on sentence structure and phrases and clauses
Standard - CC.1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Students will demonstrate a command of the conventions of standard English grammar, usage, punctuation, and spelling.	C.P.3.1.1 Spell all words correctly. C.P.3.1.2 Use capital letters correctly C.P.3.1.3 Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly). C.P.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax). C.P.3.1.5 Demonstrate correct sentence formation
RESEARCH		
Standard - CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading	Students will draw evidence from literary or informational texts. Students will apply grade-level reading standards for literature and literary	Identify sources to investigate multiple points of view.

standards for literature and literary nonfiction.	nonfiction.	
Standard - CC.1.4.9-10.T 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.	Students will develop and strengthen writing.	C.P.2.1.1 Use a variety of sentence structures. C.P.2.1.2 Use precise language to create clarity, voice, and tone. C.P.2.1.3 Revise to eliminate wordiness and redundancy. C.P.2.1.4 Revise to delete irrelevant details. C.P.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.P.2.1.6 Combine sentences for cohesiveness and unity. C.P.2.1.7 Revise sentences for clarity.
Standard - CC.1.4.9-10.U 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.	Students will use technology to produce, publish, and update individual or shared writing products.	Produce writing using different forms of technology.

Standard - CC.1.4.9-10.V 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.	Students will conduct research projects to answer a question, solve a problem, narrow or broaden the inquiry when appropriate. Students will synthesize multiple sources on the subject. Students will demonstrate understanding of the subject under investigation.	Create research question to answer a question in a topic of inquiry. Identify multiple, appropriate information sources for the task.
Standard - CC.1.4.9-10.W 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.	Students will gather information from a variety of credible print and digital sources. Students will use sources and information found effectively. Students will assess the validity and usefulness of each source when dealing with research. Students will integrate information into the text in order to maintain flow of ideas. Students will use the sources and integration of information to avoid plagiarism.	Gather reliable and relevant information from multiple sources Effectively use sources and information Assess the validity and usefulness of sources Integrate information into text Maintain the flow of ideas Avoid plagiarism
Standard - CC.1.4.9-10.X Write routinely over extended time frames (time for research, reflection, and	Students will write over an extended period of time. Students will revise and reflect for a	Research and develop over time a piece of writing that fosters revision and reflection focusing on purpose and audience.

revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	range of discipline-specific tasks, purposes, and audiences.	

SPEAKING, COMMUNICATION, PRESENTATION		
Standard - CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Students will initiate and participate in a range of collaborative discussions. Students will build on others' ideas and express their own clearly and persuasively.	Discuss collaboratively Build on others' ideas Express their own ideas clearly and persuasively
Standard - CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Students will evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric. Students will identify any fallacious reasoning or exaggerated or distorted evidence.	Evaluate perspective, reasoning, and the use of evidence, and rhetoric. Identify any fallacious reasoning or exaggerated or distorted evidence.
Standard - CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Students will integrate multiple sources of information quantitatively. Students will evaluate the credibility and accuracy of each source.	Integrate multiple sources Evaluate credibility and accuracy of sources
Standard - CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that	Students will present information, findings, and supporting evidence. Students will ensure that the presentation is appropriate to purpose, audience, and	Present information, findings, and supporting evidence Present appropriately to purpose, audience, and task

listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.	task.	
Standard - CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.	Students will adapt speech to a variety of contexts and tasks.	Adapt speech to a variety of context and tasks.
Standard - CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	Students will use digital media to enhance the interest and understanding of a presentation.	Use digital media to enhance a presentation. Use various visual aids.
Standard - CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.	Students will demonstrate command of the conventions of standard English when speaking.	Demonstrate command of the English language in writing by using appropriate conventions.

English Grade 9 Course Pacing Guide

Course: **English Grade 9**

Course Unit (Topic)	Length of Instruction (Class Periods)
Short Story Unit	5 (classes)
Poetry	5 (classes)
Composition	5 (classes)
Spelling and Vocabulary	5 (classes)
Grammar Usage and Mechanics	5 (classes)
Novels	20 (classes)
Non-fiction	10 (classes)
Drama	20 (classes)
Research	10 (classes)
Speaking, Listening, and Presentation	5 (classes)
	90 classes TOTAL