

English I

English Language Arts

Grade(s) 9th, Duration 1 Year, 1 Credit
Required Course

Course Overview

This course covers the fundamental aspects of grammar, creative and expository writing, literature, oral communications, and library skills. Assignments are made daily; some class time may be allowed to begin these. Class format will primarily consist of lecture, small group and partner work, practice, discussion, self and peer evaluations. Compositions, paragraphs, speech preparations, and activities related to reading assignments will be required.

Scope And Sequence

Timeframe	Unit	Instructional Topics
Ongoing	Grammar and Usage	1. Grammar
Ongoing	Vocabulary Development	1. Vocabulary
Ongoing	Writing	
10 Day(s)	Goals Essay	1. Essay creation 2. Rough Draft of Goals Essay 3. Final copy of Goals Essay
10 Day(s)	Summarizing, Paraphrasing, and Quoting Material	1. Reading for Information 2. Using material appropriately
6 Day(s)	Employment Reading and Writing	1. Employment Reading 2. Employment Writing
25 Day(s)	Research Paper	1. Brainstorming 2. Source Finding for Research 3. Notetaking 4. Text Usage and Citing Sources 5. Organizing the paper 6. Rough Draft Writing 7. Final Copy
25 Day(s)	Short Story	1. Short Story Elements 2. Writing Unit for Short Story
33 Day(s)	Poetry	1. Poetry Reading 2. Poetry Writing 3. Epic Poem Reading 4. Response to the epic poem
28 Day(s)	Drama	1. Reading Romeo and Juliet. 2. Argument essay
18 Day(s)	Novel	1. Novel reading 2. Response to literature
5 Day(s)	Public Speaking	1. Book Reports 2. Speeches 3. Listening Skills

Materials and Resources

Great Source: [Write Source](#)

Holt: [Elements of Literature](#) grade 9

Selected novels and other works detailed in the units

Prerequisites

Completion of 8th grade ELA

Course Details

Unit: Grammar and Usage

Duration: Ongoing

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Grammar is studied throughout the year. Students will apply correct grammar and punctuation while writing various essays and papers.

Materials and Resources

Teacher constructed daily material.

Academic Vocabulary

Word Choice
Sentence fluency
Agreement verb and pronoun
Parallelism
Transitions
Parts of Speech

Summative Assessment

Grammar Tests
Comprehensive Final

Topic: Grammar

Duration: Ongoing

Topic Overview

Students will appreciate the structure that grammar provides for clear communication.

Learning Targets

Using grammar for communication

Students will use correct grammar in their speech and writing.

Unit: Vocabulary Development

Duration: Ongoing

Unit Overview

Vocabulary study is an ongoing practice throughout the year, incorporating words from the readings and the ACT list. Students study the words and use them in their writing.

Materials and Resources

Holt:Elements of Literature: Third Course
ACT lists online

Summative Assessment

Various tests with classroom curriculum
Comprehensive Final

Topic: Vocabulary

Duration: Ongoing

Topic Overview

Vocabulary

Learning Targets

Vocabulary

Students will learn a wide variety of vocabulary in readings, speaking and writing.

Unit: Writing

Duration: Ongoing

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Unit Overview

Instruction in effective writing is incorporated throughout the year, in the other units. Evaluation of the student's ability to apply skills is embedded in the other units' assessments.

Materials and Resources

The Write Source book
Holt's Elements of Literature: Third Course
Various Internet Sources: Virginia Tech and others
Teacher Created Organizers

Academic Vocabulary

Business: resume, cover letter, reference, objective, experience, greeting, closing, enclosure
Research Paper: primary source, secondary source, citation, in-text citation, works cited, bibliography, plagiarism, summarizing, paraphrasing, source, introduction, body, conclusion, transitions, MLA formatting, hanging indention,
Narrative: point of view, first person point of view, second person point of view, third person point of view(limited and omniscient), introduction, body, conclusion, transitions, MLA standard formatting, various literature terms
Argument: argument, bias, objectivity, credibility, relevance, logical appeal, emotional appeal, claim, intent, evidence

Summative Assessment

Business: a correct resume, a corrected cover letter, a corrected thank you letter after an interview
Research Paper: a corrected research paper
Narrative: an about goals, an essay about a story, an essay about being a hero
Argument: brochure about a social norm, essay about Romeo and Juliet's mistake, essay about George's actions

Topic:

Duration:

Unit: Goals Essay

Duration: 10 Day(s)

Unit Overview

The Goals Essay is an essay which explains the structure of an essay while helping students set goals for the current year, for the next four years and on into the future.

Materials and Resources

All teacher created material

Academic Vocabulary

introduction, opening sentence (attention getter), thesis (main idea), preview points, body, transitions, detail, conclusion, idea and development, organization, voice, sentence fluency, word choice, conventions

Summative Assessment

Essay graded by a rubric.

Topic: Essay creation

Duration: 4 Day(s)

Topic Overview

Students will create essays following the Writing Process.

Learning Targets

Draft essay

Students will create a draft of their essay

Organize ideas

Students will brainstorm ideas, then create an outline based on a graphic organizer of their choice.

Topic: Rough Draft of Goals Essay

Duration: 4 Day(s)

Topic Overview

This is the first copy of the essay which will be edited by student and a classmate before it becomes the final copy.

Learning Targets

Rough draft writing and editing

The students will write a rough draft using their notes, and will edit as needed.

Topic: Final copy of Goals Essay

Duration: 2 Day(s)

Topic Overview

Final copy includes MLA heading, page numbering, spacing and font for the standard English essay.

Learning Targets

Complete Goals essay

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The final copy will be correct in all respects.

Unit: Summarizing, Paraphrasing, and Quoting Material

Duration: 10 Day(s)

Unit Overview

In this unit, students learn the importance of using material correctly and how paraphrasing differs from summarizing while learning to read for information. Students will understand paraphrasing is an important learning tool and is a way to self-learn.

Materials and Resources

Teacher provided paraphrasing worksheet
Teacher provided summarizing, paraphrasing and quoting handout.

Academic Vocabulary

Summarizing, paraphrasing, quoting, source, primary source, secondary source

Summative Assessment

Students will produce a school required paraphrasing on a worksheet and a class paraphrasing with in-text citations to prepare for the research paper.

Topic: Reading for Information

Duration: 5 Day(s)

Topic Overview

Students will read information which is used in everyday life and business. They will then use this material to paraphrase, summarize and quote.

Learning Targets

Reading nonfiction text.

Students will read and comprehend nonfiction text.

Paraphrasing

Students will read informational text and learn to put the information in his or her own words.

Summarizing

Students will read informational text and put in his or her own words in a concise form.

Quoting

Students will learn to quote material from an informational text.

Topic: Using material appropriately

Duration: 5 Day(s)

Topic Overview

Paraphrasing, summarizing and quoting material after reading a nonfiction text.

Learning Targets

Paraphrasing nonfiction text.

Quoting Nonfiction text.

Documentation of material with an in-text citation is a part of this target.

Unit: Employment Reading and Writing

Duration: 6 Day(s)

Unit Overview

Student will write a resume, cover letter and thank you letter as required by the school employability goal. Students will read about the importance of these three pieces of writing and will read examples of all three.

Materials and Resources

Element of Literature text book
Online sources

Academic Vocabulary

Resume, cover letter, employment, employer, skills, volunteer, reference, objective, experience, greeting, closing, enclosure and references.

Summative Assessment

Final Copy of cover letter, resume and thank you letter.

Topic: Employment Reading

Duration: 2 Day(s)

Topic Overview

Informational reading and documents for life are the focus of this unit. Students will read various text for information and for employment.

Learning Targets

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Reading Informational Text

Students will read informational text for employment.

Topic: Employment Writing

Duration: 4 Day(s)

Topic Overview

Students will write a resume, cover letter, thank you letter and a friendly letter using accepted business formatting.

Learning Targets

Resume writing

Students will create a resume which will be updated for the next 3 years of high school and it will be placed on the Kansas Career Pipeline.

Business Letter Writing

Students will produce a cover letter for the employability goals and place it on the Kansas Career Pipeline website.

Friendly "Thank you" letter

Students will write an appropriate thank you letter to be sent to an interviewer.

Unit: Research Paper

Duration: 25 Day(s)

Unit Overview

In this unit, students will research a topic and write a research paper using three sources.

Materials and Resources

Citation Machine

Kansas State Library website

Owl of Purdue website

Academic Vocabulary

Periodical

Web document

Government Publication

Source

In-text citation

Paraphrasing

Plagiarism

Quote

Summarizing

Skimming

Preview reading

Review reading

Introduction

Body

Conclusion

Transitions

Summative Assessment

Paraphrasing Test

Final Copy of Research Paper

Comprehensive Final with research material

Topic: Brainstorming

Duration: 1 Day(s)

Topic Overview

Students will write down five to ten ideas for the research paper. The need for more than one topic makes sure the student will have another topic ready if he/she does not find enough information for the paper.

Learning Targets

Generate ideas for research paper.

Topic: Source Finding for Research

Duration: 4 Day(s)

Topic Overview

Students will search the internet for information do the research paper. The student will use the Kansas State Library site as well as other sources. There will be a discussion of what sites are valid and academically useful. Once students have found three sources they will use an online site to prepare a "Works Cited" which will be the last page of the paper.

Learning Targets

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Quoting Nonfiction text.

Documentation of material with an in-text citation is a part of this target.

Reading nonfiction text.

Students will read and comprehend nonfiction text.

Research Informational Text

Students will find and read informational material from a website, periodical and another source to write a research paper.

Topic: Notetaking

Duration: 4 Day(s)

Topic Overview

Students will learn to take notes for the research paper. They will copy and paste from their source and add their in-text citation after the note. They will have a note page which is very similar to the "Works Cited" page with their notes below each source. Students must use an periodical and a valid webpage for two of the sources. The third source may any other valid source including a personal interview.

Learning Targets

Notetaking for research

Students will determine material needed for a research paper and use technology to take the notes.

Cutting and pasting text to a "works cited" document.

Students will create notes for the paper by cutting and pasting material to a works cited using in-text citations

Topic: Text Usage and Citing Sources

Duration: 4 Day(s)

Topic Overview

Students will learn how to paraphrase, summarize and quote material from sources. Students will learn to include verbatim text in a paper and how to cite the information's source.

Learning Targets

Paraphrasing nonfiction text.

Quoting Nonfiction text.

Documentation of material with an in-text citation is a part of this target.

Summarizing nonfiction text.

Language usage

Appreciate a text's use of language

Analyze evidence

Analyze evidence that supports personal opinions and ideas as well as those of others

Constructing an argument

Analyze how an author uses a portion of the text to develop or refine an idea or claim

Text Usage

Students will quote, paraphrase, and summarize text with in-text citations,

Topic: Organizing the paper

Duration: 3 Day(s)

Topic Overview

Students will make an outline or web for the research paper to help organize the information for the audience.

Learning Targets

Webbing and outlining

Select an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons, and evidence

Topic: Rough Draft Writing

Duration: 4 Day(s)

Topic Overview

Students will produce an essay with an introduction, several body paragraphs, and a conclusion. Transitions and in-text citations must be included in the paper.

Learning Targets

Introduction

The student will create an introductory paragraph to engage the reader.

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Required Course

Main body paragraphs

Students will draft several paragraphs to explain the main points of the paper.

Six trait considerations

Students will review their drafts to ensure that the six-trait model is being utilized effectively, with emphasis on transitions, sentence fluency, and organization..

Conclusion

The students will write a concluding paragraph which sums up the thesis of the paper.

Topic: Final Copy

Duration: 4 Day(s)

Topic Overview

Students will type and then edit their work to prepare for publication of an error-free paper.

Learning Targets

Peer editing

With guidance from the teacher, students will edit one another's papers for clarity, continuity, and proper citations.

Final copy research paper

Students will edit paper to produce a final copy.

Unit: Short Story

Duration: 25 Day(s)

Unit Overview

Students will learn the conventions of short stories through exposure to several stories and an examination of the key elements of classic stories. They will respond to the literature in conversation and in writing.

Materials and Resources

Holt Elements of Literature: Third Course

Academic Vocabulary

Exposition-

Rising Action

Climax

Falling Action

Resolution

Theme

Conflicts 5 types: character verses self, character, society, nature, machine/technology

Setting

Point of View: first person, second person, third person limited and third person omniscient

Imagery

Metaphor

Simile

Mood

Dialogue

Foreshadowing

Symbol

Mood

Irony 3 types: dramatic, situational and verbal

Direct Characterization

Indirect Characterization

Antagonist

Protagonist

Hyperbole

Onomatopoeia

Round Character

Flat Character

Static Character

Dynamic Character

Stereotypical Character

Summative Assessment

Short Story Test

Comprehensive Final

Topic: Short Story Elements

Duration: 20 Day(s)

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Required Course

Topic Overview

The elements of the short story will be presented and discussed during the course of the unit. Each story read will present a new element while reviewing others.

Learning Targets

Language usage

Appreciate a text's use of language

Analyze evidence

Analyze evidence that supports personal opinions and ideas as well as those of others

Reading Literature

Students will read a variety of short stories.

Short Story Elements

Students will be able to analyze and comprehend the elements of the short story.

Topic: Writing Unit for Short Story

Duration: 5 Day(s)

Topic Overview

This is a creative writing assignment which students continue or create a new ending for a selected short story.

Learning Targets

Extend the story

The student will imagine an extension to the selected story, following the original author's narrative arc and intent as much as possible.

Write the new ending

The student will follow the writing process to create a written version of the ending he or she imagines for the selected story.

Unit: Poetry

Duration: 33 Day(s)

Unit Overview

Students will read, write, and analyze poems of different types.

Materials and Resources

Holt: Elements of Literature: Third Course

Academic Vocabulary

Poem

Epic Poem

Stanza

Rhyme

Rhythm

Meter

Free Verse

Ballad

List Poem

Sensory Details

Figurative Language

Denotation

Connotation

Summative Assessment

Poetry Unit Test

Comprehensive Final

Topic: Poetry Reading

Duration: 5 Day(s)

Topic Overview

Student read poems and discuss them.

Learning Targets

Poetry reading

Students will read and interpret a variety of poems.

Topic: Poetry Writing

Duration: 5 Day(s)

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Topic Overview

Student write a free verse poem and a ballad.

Learning Targets

Poetry Writing

Students will write a variety of poems.

Topic: Epic Poem Reading

Duration: 20 Day(s)

Topic Overview

Students will read *The Odyssey*.

Learning Targets

Epic poem reading

Students will read and react to an epic poem.

Topic: Response to the epic poem

Duration: 3 Day(s)

Topic Overview

Students will write an essay about their hero from *The Odyssey* using the writing process and including aspects of six-trait writing.

Learning Targets

Prewrite/brainstorm

Students will brainstorm/prewrite ideas for an essay.

Outline/web

Students will write an outline or web for their essay.

Rough draft

Students will write their rough draft for the paper.

Peer edit

Students will edit one another's papers for grammar and formatting errors.

Final Project

Students will present a final essay which has been edited and revised before its submission.

Unit: Drama

Duration: 28 Day(s)

Unit Overview

Students will read a classic play and understand how the author develops his story for the stage. Students will also write essays connected to the material.

Materials and Resources

Holt: Elements of Literature: Third Course

Academic Vocabulary

Review of literary elements plus the following

Foil, tragic hero, visualization, Elizabethan period, Shakespeare, blank verse, iambic meter, iambic pentameter, couplets, dramatic structure, stage directions, Tragedy, Comedy

Summative Assessment

Unit Test

Comprehensive Final

Topic: Reading *Romeo and Juliet*.

Duration: 25 Day(s)

Topic Overview

Students will read about William Shakespeare and *Romeo and Juliet*.

Learning Targets

Drama reading

Students will read portions of *Romeo and Juliet*.

Topic: Argument essay

Duration: 3 Day(s)

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Required Course

Topic Overview

Students will write an essay evaluating a choice Romeo and Juliet made in the play, adopting a position and defending it from the text. The writing process and six trait writing will be utilized.

Learning Targets

Prewrite/brainstorm

Students will brainstorm ideas for their essay.

Outline/web

Students will create an outline/web to prepare for the essay writing.

Rough draft

Students will write a rough draft of the argumentative essay.

Editing

Students will their essay.

Final copy

Students will create a final copy of the arumentative essay.

Unit: Novel

Duration: 18 Day(s)

Unit Overview

By reading *Of Mice and Men*, students will develop skills in comprehending the meaning of the story, learning the elements of a novel, understanding literary terms connected with novels, understanding author's purpose and writing an argumentative essay in response to the novel.

Materials and Resources

Novel - *Of Mice and Men*

Academic Vocabulary

Protagonist, Antagonist, Static or dynamic Character, Flat or round character, connotation, denotation, simile, metaphor, personification, Plot, Resolution, Hyperbole, Oxymoron, Stereotypical Character, Flashback, Exposition, Rising Action, Climax, Falling Action, Resolution, Theme, Conflict all 5 types, Setting, Point of View, Imagery, Mood, Dialogue, Foreshadowing, Symbolism, Mood, Irony 3 types, Direct Characterization, Indirect Characterization

Summative Assessment

Persuasive Essay

Test - Multiple choice, matching, true/false and short answer test.

Topic: Novel reading

Duration: 15 Day(s)

Topic Overview

Students read and discuss the novel *Of Mice and Men*.

Learning Targets

Novel reading

Students will read the novel and identify the elements it possesses. They will participate in group discussions to clarify their thinking.

Topic: Response to literature

Duration: 3 Day(s)

Topic Overview

Students will write an argument essay in which they take a stand as to whether George's actions were moral, and defend the position from the text. They will utilize the writing process and incorporate the six trait model in the final product.

Learning Targets

Rough draft

Students will create a rough draft expressing their position on the topic.

Editing

Students will participate in peer-editing work, and will incorporate suggested changes into their essays.

Final draft

Students will produce a clear and concise expression of their position relative to the prompt. It will be original work, and will be error-free.

Unit: Public Speaking

Duration: 5 Day(s)

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Unit Overview

Students will give two speeches and three oral book reports for this unit.

Materials and Resources

Reading books
Teacher made organizers

Academic Vocabulary

articulation, volume, eye contact, gestures,

Summative Assessment

Oral Book Reports
One short argument speech
One Demonstrative speech

Topic: Book Reports

Duration: 3 Day(s)

Topic Overview

Students will present oral book reports to their classmates three times during the year. They will be evaluated on content and presentation style.

Learning Targets

Oral book report

The student will follow a teacher-made guide to explain key aspects of independently read books to their classmates. Voice (tone and volume), eye contact, and correct grammar are important aspects of this project.

Topic: Speeches

Duration: 2 Day(s)

Topic Overview

The students will present information to their classmates in an original and engaging manner twice during the year.

Learning Targets

Expository speaking

The student will follow a teacher-made guide to speak clearly on a selected topic to their classmates. Voice (tone and volume), eye contact, and correct grammar are important aspects of this project.

Topic: Listening Skills

Duration: Ongoing

Topic Overview

Students will listen attentively to oral presentations, and will evaluate both content and presentation styles using teacher-created rubrics.

Learning Targets

Attentive listening

Students will indicate that they are listening by taking notes, making eye contact, and focusing on the speaker.

Critical thinking

Students will actively engage with the speaker's point of view, and decide whether they are persuaded that it is correct based on evidence rather than style.
