

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**HONORS ENGLISH I**

**GRADE 9**

Date of Board Approval: May 15, 2014

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

**TITLE OF COURSE:** Honors English I

**SUBJECT:** English

**GRADE LEVEL:** 9

**COURSE LENGTH:** One Year

**DURATION:** 50 minutes

**FREQUENCY:** Daily

**PREREQUISITES:** \_\_\_\_\_

**CREDIT:** 1.0 credit

**LEVEL:** Honors

### Course Description/Objectives:

Honors English I is designed for students who are passionate about English and who have demonstrated exceptional ability and motivation in previous English classes. Students must work at an accelerated pace and increased depth and are expected to become increasingly independent and responsible for their own learning. This course advances grammar, mechanics, and usage skills, essential writing skills, critical thinking skills, and reading skills to promote success in future English study. Writing instruction explores personal narration, character analysis, research, persuasion, and analytical styles of writing. The reading list extends from contemporary, thematically-accessible works to structurally more complex and demanding literature.

**Text:** *Elements of Literature, Third Course*  
*Models for Writers*  
*The Adventures of Huckleberry Finn*  
*Rebecca*  
*The Odyssey*  
*Cold, Sassy Tree*  
*Their Eyes Were Watching God*  
*Romeo and Juliet*  
*American Born Chinese*

**Curriculum Writing Committee:** Sue Biondo-Hench, Shellee Mumma, Ellie Park, Kirsten Stewart

## COURSE TIME LINE

<b>Unit 1: Advanced Reading and Discussion Skills</b>	12 days
<ul style="list-style-type: none"><li>• <i>Close Reading</i></li><li>• <i>Annotation</i></li><li>• <i>Discussion Etiquette</i></li></ul>	
<b>Unit 2: Elements of Fiction</b>	15 days
<ul style="list-style-type: none"><li>• <i>Short Stories</i></li><li>• <i>Literary Criticism</i></li><li>• <i>Literary Elements</i></li></ul>	
<b>Unit 3: Fundamentals of Academic Writing</b>	10 days
<ul style="list-style-type: none"><li>• <i>Introduction to the Writing Process</i></li><li>• <i>Common Grammatical Errors</i></li><li>• <i>Formal/Academic vs. Informal Writing</i></li><li>• <i>MLA Formatting and Citation</i></li></ul>	
<b>Unit 4: Literary Analysis of Novels</b>	25 days
<ul style="list-style-type: none"><li>• <i>Overview of Literary Time Periods</i></li><li>• <i>Application and Extension of Literary Elements</i></li></ul>	
<b>Unit 5: Poetry</b>	10 days
<ul style="list-style-type: none"><li>• <i>Figurative Language</i></li><li>• <i>Elements of Poetry</i></li><li>• <i>Creative Writing Utilizing Poetic Form</i></li></ul>	
<b>Unit 6: Classical Foundations</b>	15 days
<ul style="list-style-type: none"><li>• <i>Greek Tragedy</i></li><li>• <i>Elements of Epic Poems</i></li><li>• <i>Mythology</i></li></ul>	

<b>Unit 7: Foundations of Research</b>	5 days
<ul style="list-style-type: none"> <li>• <i>Utilizing Library Databases</i></li> <li>• <i>Finding Credible Sources</i></li> <li>• <i>Creating a Works Cited and Bibliography</i></li> </ul>	
<b>Unit 8: Making Connections Through Literature</b>	20 days
<ul style="list-style-type: none"> <li>• <i>Annotation Skills</i></li> <li>• <i>Socio-Historical Context of Fiction</i></li> <li>• <i>Personal Reflections on and Connections to Literature</i></li> <li>• <i>Application and Extension of Literary Elements</i></li> </ul>	
<b>Unit 9: Shakespearean Drama</b>	20 days
<ul style="list-style-type: none"> <li>• <i>Sonnets</i></li> <li>• <i>Poetic Elements</i></li> <li>• <i>Dramatic Structure</i></li> <li>• <i>Elements of Tragedy</i></li> <li>• <i>Dramatic Performance</i></li> </ul>	
<b>Unit 10: Analysis of Graphic Fiction</b>	15 days
<ul style="list-style-type: none"> <li>• <i>Elements of Graphic Novels</i></li> <li>• <i>Image-Text Partnerships</i></li> </ul>	
<b>Unit 11: Grammar and Language</b>	5 days
<b>Unit 12: Vocabulary</b>	12 days
	<b>Total:</b> 164 days

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 12 days

**UNIT # 1:** Advanced Reading and Discussion Skills

**GRADE:** 9

## STANDARDS:

### Core Standards:

CCSS.ELA-Literacy.RL.9-10.10

- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.3.9-10.K**

CCSS.ELA-Literacy.RL.9-10.1

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.9-10.B**

CCSS.ELA-Literacy.RL.9-10.2

- 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.A**

CCSS.ELA-Literacy.RL.9-10.3

- 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. **CC.1.3.9-10.C**

CCSS.ELA-Literacy.RL.9-10.5

- 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.) **CC.1.3.9-10.E**

CCSS.ELA-Literacy.SL.9-10.1

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CC.1.5.9-10.A**

CCSS.ELA-Literacy.SL.9-10.1a

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **CC.1.5.9-10.A**

CCSS.ELA-Literacy.SL.9-10.1b

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. **CC.1.5.9-10.A**

CCSS.ELA-Literacy.SL.9-10.1c

- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **CC.1.5.9-10.A**

CCSS.ELA-Literacy.SL.9-10.1d

- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **CC.1.5.9-10.A**

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 12 days

**UNIT # 1:** Advanced Reading and Discussion Skills

**GRADE:** 9

CCSS.ELA-Literacy.SL.9-10.2

- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **CC.1.5.9-10.B**

CCSS.ELA-Literacy.SL.9-10.3

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **CC.1.5.9-10.C**

CCSS.ELA-Literacy.SL.9-10.4

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **CC.1.5.9-10.D**

CCSS.ELA-Literacy.W.9-10.5

- 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. **CC.1.4.9-10.T**

**Pennsylvania Core Standards are noted in boldface.**

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 12 days

**UNIT # 1:** Advanced Reading and Discussion Skills

**GRADE:** 9

## UNDERSTANDINGS

Utilization of reading strategies provides a foundation for text interpretation. Discussion enhances individual understanding through collective thought and analysis.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Small- and whole-group discussion (assessment based on quality of responses)

Annotation check for assigned reading

Revision of summer reading essays

### KNOW

- Explain the following reading strategies: talking to the text, recognizing patterns and symbols, asking questions, annotation, and making connections.
- Explain the following discussion etiquette strategies: piggy-backing, refutation, active listening, extension, and clarification.
- Describe the following active listening skills: restating, summarizing, encouraging, reflecting, giving feedback, probing, validating, redirecting, and using “I” statements.

### DO

- Identify symbols and patterns when reflecting on a text.
- Analyze a text using reading strategies such as talking to the text, recognizing patterns and symbols, asking questions, and making connections.
- Use effective techniques in literary discussions.
- Support arguments with textual evidence.
- Pose thought-provoking questions about literature.
- Actively listen when discussing with peers.
- Analyze and discuss evolution of a personal relationship with reading.
- Revise summer reading essays.

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 15 days

**UNIT # 2:** Elements of Fiction

**GRADE:** 9

## STANDARDS:

### Core Standards:

CCSS.ELA-Literacy.RL.9-10.10

- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.3.9-10.K**

CCSS.ELA-Literacy.RL.9-10.1

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.9-10.B**

CCSS.ELA-Literacy.RL.9-10.2

- 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.A**

CCSS.ELA-Literacy.RL.9-10.3

- 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. **CC.1.3.9-10.C**

CCSS.ELA-Literacy.RL.9-10.4

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CC.1.3.9-10.J**

CCSS.ELA-Literacy.RL.9-10.5

- 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. **CC.1.3.9-10.E**

CCSS.ELA-Literacy.RL.9-10.6

- 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. **CC.1.3.9-10.D**

CCSS.ELA-Literacy.W.9-10.10

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **CC.1.4.9-10.X**

CCSS.ELA-Literacy.W.9-10.2

- 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. **CC.1.4.9-10.A**

CCSS.ELA-Literacy.W.9-10.2a

- Introduce a topic; 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. **CC.1.4.9-10.D**

CCSS.ELA-Literacy.W.9-10.2b

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. **CC.1.4.9-10.C**

CCSS.ELA-Literacy.W.9-10.2c

- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **CC.1.4.9-10.D**

CCSS.ELA-Literacy.W.9-10.2d

- Use precise language and domain-specific vocabulary to manage the complexity of the topic. **CC.1.4.9-10.E**

CCSS.ELA-Literacy.W.9-10.2e

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.E**



# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 15 days

**UNIT # 2:** Elements of Fiction

**GRADE:** 9

- |                              |   |
|------------------------------|---|
| CCSS.ELA-Literacy.W.9-10.2f  | • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <b>CC.1.4.9-10.D</b>  |
| CCSS.ELA-Literacy.W.9-10.3   | • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <b>CC.1.4.9-10.M</b>  |
| CCSS.ELA-Literacy.W.9-10.3a  | • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. <b>CC.1.4.9-10.N</b>                               |
| CCSS.ELA-Literacy.W.9-10.3b  | • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. <b>CC.1.4.9-10.O</b>   |
| CCSS.ELA-Literacy.W.9-10.3c  | • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. <b>CC.1.4.9-10.P</b>   |
| CCSS.ELA-Literacy.W.9-10.3d  | • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. <b>CC.1.4.9-10.Q</b>   |
| CCSS.ELA-Literacy.W.9-10.3e  | • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <b>CC.1.4.9-10.P</b>  |
| CCSS.ELA-Literacy.W.9-10.4   | • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC.1.4.9-10. T</b>  |
| CCSS.ELA-Literacy.W.9-10.5   | • 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. <b>CC.1.4.9-10.T</b>   |
| CCSS.ELA-Literacy.W.9-10.6   | • 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. <b>CC.1.4.9-10.U</b>                         |
| CCSS.ELA-Literacy.SL.9-10.1  | • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <b>CC.1.5.9-10.A</b> |
| CCSS.ELA-Literacy.SL.9-10.1a | • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. <b>CC.1.5.9-10.A</b>        |
| CCSS.ELA-Literacy.SL.9-10.1b | • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. <b>CC.1.5.9-10.A</b>                                     |
| CCSS.ELA-Literacy.SL.9-10.1c | • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. <b>CC.1.5.9-10.A</b>                         |
| CCSS.ELA-Literacy.SL.9-10.1d | • Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <b>CC.1.5.9-10.A</b>                 |

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 15 days

**UNIT # 2:** Elements of Fiction

**GRADE:** 9

## UNDERSTANDINGS

In order for the nuances and the deeper meanings of a piece to be interpreted, it is important to study the literary elements as separate entities and as parts of the whole.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Craft a piece of fiction that utilizes components of literary fiction.

Identify and analyze significant literary elements within a short story (cold read)

### KNOW

- Identify significant elements, devices, and structures in short fiction including character types (flat, round, dynamic, static, antagonist, protagonist, stock), characterization, conflict, dialogue, flashback, foreshadowing, irony, mood, motif, plot point of view and narration, setting, suspense, symbolism, theme, and tone.

### DO

- Determine the most significant literary devices in a given piece of short fiction.
- Make a personal connection between the conflicts or themes of a short story and/or the reader's life or experience.
- Discuss the relationships, uses, and effectiveness of elements of fiction.
- Analyze literary elements and literary devices in a cold read using a graphic organizer (critical lens).
- Utilize literary elements and devices to write an original piece of fiction.
- Write brief informational pieces analyzing short stories.

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 10 days

**UNIT # 3:** Fundamentals of Academic Writing

**GRADE:** 9

## STANDARDS:

### Core Standards:

CCSS.ELA-Literacy.RL.9-10.10

- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.3.9-10.K**

CCSS.ELA-Literacy.RL.9-10.4

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CC.1.3.9-10.I**

CCSS.ELA-Literacy.RL.9-10.5

- 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. **CC.1.3.9-10.E**

CCSS.ELA-Literacy.RL.9-10.6

- 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. **CC.1.3.9-10.D**

CCSS.ELA-Literacy.RI.9-10.5

- 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). **CC.1.3.9-10.E**

CCSS.ELA-Literacy.RI.9-10.6

- 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. **CC.1.3.9-10.D**

CCSS.ELA-Literacy.W.9-10.10

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **CC.1.4.9-10.V**

CCSS.ELA-Literacy.W.9-10.1

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **CC.1.4.9-10.G**

CCSS.ELA-Literacy.W.9-10.1a

- 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. **CC.1.4.9-10.I**

CCSS.ELA-Literacy.W.9-10.1b

- Develop claim(s) and counterclaims 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. **CC.1.4.9-10.J**

CCSS.ELA-Literacy.W.9-10.1c

- 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. **CC.1.4.9-10.K**

CCSS.ELA-Literacy.W.9-10.1d

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.K**

CCSS.ELA-Literacy.W.9-10.1e

- Provide a concluding statement or section that follows from and supports the argument presented. **CC.1.4.9-10.J**

CCSS.ELA-Literacy.W.9-10.2

- 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. **CC.1.4.9-10.A**

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 10 days

**UNIT # 3:** Fundamentals of Academic Writing

**GRADE:** 9

- |                             |   |
|-----------------------------|---|
| CCSS.ELA-Literacy.W.9-10.2a | • Introduce a topic; 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. <b>CC.1.4.9-10.D</b>              |
| CCSS.ELA-Literacy.W.9-10.2b | • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. <b>CC.1.4.9-10.C</b>  |
| CCSS.ELA-Literacy.W.9-10.2c | • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. <b>CC.1.4.9-10.D</b>  |
| CCSS.ELA-Literacy.W.9-10.2d | • Use precise language and domain-specific vocabulary to manage the complexity of the topic. <b>CC.1.4.9-10.E</b>   |
| CCSS.ELA-Literacy.W.9-10.2e | • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <b>CC.1.4.9-10.E</b>   |
| CCSS.ELA-Literacy.W.9-10.2f | • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <b>CC.1.4.9-10.D</b>  |
| CCSS.ELA-Literacy.W.9-10.4  | • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <b>CC.1.4.9-10.K</b>                                     |
| CCSS.ELA-Literacy.W.9-10.5  | • 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. <b>CC.1.4.9-10.T</b>   |
| CCSS.ELA-Literacy.W.9-10.6  | • 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. <b>CC.1.4.9-10.U</b>                   |
| CCSS.ELA-Literacy.L.9-10.1  | • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.9-10.R, CC.1.4.9-10.F, CC.1.4.9-10.L</b>   |
| CCSS.ELA-Literacy.L.9-10.1a | • Use parallel structure.* <b>CC.1.4.9-10.Q</b>   |
| CCSS.ELA-Literacy.L.9-10.1b | • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <b>CC.1.4.9-10.Q</b> |
| CCSS.ELA-Literacy.L.9-10.2  | • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.9-10.R, CC.1.4.9-10.F, CC.1.4.9-10.L</b>   |
| CCSS.ELA-Literacy.L.9-10.2a | • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. <b>CC.1.4.9-10.R, CC.1.4.9-10.F, CC.1.4.9-10.L</b>  |
| CCSS.ELA-Literacy.L.9-10.2b | • Use a colon to introduce a list or quotation. <b>CC.1.4.9-10.R, CC.1.4.9-10.F, CC.1.4.9-10.L</b>  |
| CCSS.ELA-Literacy.L.9-10.2c | • Spell correctly. <b>CC.1.4.9-10.R, CC.1.4.9-10.F, CC.1.4.9-10.L</b>   |

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 10 days

**UNIT # 3:** Fundamentals of Academic Writing

**GRADE:** 9

## UNDERSTANDINGS

Academic voice and language establish a formal tone and credibility. Academic writing requires formatting.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Compose a literary analysis paper

(Different types of papers are produced to practice the fundamentals of academic writing throughout the course.)

### KNOW

- Identify elements of MLA formatting, including correct format for parenthetical citations and quotations.
- Identify resources to help with formatting (Purdue OWL, MLA handbook, etc.)
- Explain that a thesis statement focuses the argument of a piece of writing.
- Distinguish between formal and informal writing by describing academic voice, tone, use of personal pronouns, questions, introductions, conclusions, and transitions in each type of writing.

### DO

- Create a thesis statement.
- Organize a paper using the thesis statement as a blueprint.
- Use correct MLA formatting with correct parenthetical citations and quotations.
- Use resources to help with formatting a paper.
- Use an academic vocabulary and voice on formal writing assignments.
- Use and cite supportive textual evidence.
- Write to a prompt.
- Write a persuasive paper.
- Write a final paper (MLK Essay Contest, American Education Week Contest, etc.).

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 25 days

**UNIT # 4:** Literary Analysis of Novels

**GRADE:** 9

## STANDARDS:

### Core Standards:

CCSS.ELA-Literacy.RL.9-10.10

- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.3.9-10.K**

CCSS.ELA-Literacy.RL.9-10.1

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.9-10.B**

CCSS.ELA-Literacy.RL.9-10.2

- 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.A**

CCSS.ELA-Literacy.RL.9-10.3

- 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. **CC.1.3.9-10.C**

CCSS.ELA-Literacy.RL.9-10.4

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CC.1.3.9-10.F**

CCSS.ELA-Literacy.RL.9-10.5

- 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. **CC.1.3.9-10.E**

CCSS.ELA-Literacy.RL.9-10.6

- 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. **CC.1.3.9-10.D**

CCSS.ELA-Literacy.RL.9-10.7

- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). **CC.1.3.9-10.G**

CCSS.ELA-Literacy.RL.9-10.9

- Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). **CC.1.3.9-10.H**

CCSS.ELA-Literacy.W.9-10.10

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **CC.1.4.9-10.V**

CCSS.ELA-Literacy.W.9-10.1

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **CC.1.4.9-10.G**

CCSS.ELA-Literacy.W.9-10.1a

- 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. **CC.1.4.9-10.I**

CCSS.ELA-Literacy.W.9-10.1b

- Develop claim(s) and counterclaims 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. **CC.1.4.9-10.J**

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 25 days

**UNIT # 4:** Literary Analysis of Novels

**GRADE:** 9

- |                             |   |
|-----------------------------|---|
| CCSS.ELA-Literacy.W.9-10.1c | • 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. <b>CC.1.4.9-10.K</b>   |
| CCSS.ELA-Literacy.W.9-10.1d | • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <b>CC.1.4.9-10.K</b>   |
| CCSS.ELA-Literacy.W.9-10.1e | • Provide a concluding statement or section that follows from and supports the argument presented. <b>CC.1.4.9-10.J</b>   |
| CCSS.ELA-Literacy.W.9-10.2  | • 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. <b>CC.1.4.9-10.A</b>  |
| CCSS.ELA-Literacy.W.9-10.2a | • Introduce a topic; 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.   |
| CCSS.ELA-Literacy.W.9-10.2b | • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. <b>CC.1.4.9-10.C</b>  |
| CCSS.ELA-Literacy.W.9-10.2c | • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. <b>CC.1.4.9-10.D</b>  |
| CCSS.ELA-Literacy.W.9-10.2d | • Use precise language and domain-specific vocabulary to manage the complexity of the topic. <b>CC.1.4.9-10.E</b>   |
| CCSS.ELA-Literacy.W.9-10.2e | • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <b>CC.1.4.9-10.E</b>   |
| CCSS.ELA-Literacy.W.9-10.2f | • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <b>CC.1.4.9-10.D</b>  |
| CCSS.ELA-Literacy.W.9-10.4  | • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC.1.4.9-10</b>   |
| CCSS.ELA-Literacy.W.9-10.5  | • 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. <b>CC.1.4.9-10.T</b>   |
| CCSS.ELA-Literacy.W.9-10.6  | • 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. <b>CC.1.4.9-10.U</b>   |
| CCSS.ELA-Literacy.W.9-10.7  | • 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. <b>CC.1.4.9-10.V</b> |

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 25 days

**UNIT # 4:** Literary Analysis of Novels

**GRADE:** 9

CCSS.ELA-Literacy.W.9-10.8

- 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. **CC.1.4.9-10.W**

CCSS.ELA-Literacy.W.9-10.9

- Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC.1.4.9-10.S**

CCSS.ELA-Literacy.SL.9-10.1

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. **CC.1.5.9-10.A**

CCSS.ELA-Literacy.SL.9-10.1a

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **CC.1.5.9-10.A**

CCSS.ELA-Literacy.SL.9-10.1b

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. **CC.1.5.9-10.A**

CCSS.ELA-Literacy.SL.9-10.1c

- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **CC.1.5.9-10.A**

CCSS.ELA-Literacy.SL.9-10.1d

- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **CC.1.5.9-10.A**

CCSS.ELA-Literacy.SL.9-10.2

- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **CC.1.5.9-10.B**

CCSS.ELA-Literacy.SL.9-10.3

- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **CC.1.5.9-10.C**



# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 25 days

**UNIT # 4:** Literary Analysis of Novels

**GRADE:** 9

## UNDERSTANDINGS

Literary analysis is a two-step process which includes identifying literary elements through annotation and exploring those elements through thorough discussion and critical writing.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Compose a literary analysis paper.

### KNOW

- Distinguish between:
  - Protagonist and antagonist
  - Round and flat characters
  - Direct and indirect characterization
  - Static and dynamic characters
  - Omniscient, limited, and objective narration
  - Reliable and unreliable narration
- Identify and describe stock characters within a piece of literature.
- Identify and describe character motivation within a piece of literature.
- Describe the role and function of character foils within a piece of literature.
- Identify how foreshadowing and suspense create tension within a piece of literature.
- Identify and describe the role of motifs and symbols within a piece of literature.
- Identify a subtle theme within a piece of literature.
- Identify the elements of Romantic fiction, including: nature, dreams, imagination, individualism, and primitivism.
- Identify the elements of Gothic fiction, including: plot devices, setting, metonymy, gothic conventions, supernatural motifs, signs/omens, and dreams.
- Identify gothic archetypes, including: virginal maiden, hero, villain, and older foolish woman.
- Identify filmic elements as they are used to adapt and illuminate a piece of writing, including: images, lighting, camera angles, shots, interpolated scenes, elision, music and sound effects, and costumes/props.

### DO

- Annotate throughout a novel with a strong focus on literary analysis.
- Cite evidence, analyze, and discuss characterization and character types and determine what motivates characters.
- Cite evidence to evaluate the reliability of a narrator.
- Cite evidence to explain how the author builds tension in Romantic and Gothic novels.
- Track motifs, symbols, and themes throughout a novel.
- Analyze Romantic and Gothic literary elements and archetypes.
- Write a literary analysis paper exploring one literary concept in depth.
- Use parallel texts to explore similar themes, stylistic elements, and structural variations.
- Explore the role of filmic elements as they help to create meaning in a visual text.

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 10 days

**UNIT # 5:** Poetry

**GRADE:** 9

## STANDARDS:

### Core Standards:

CCSS.ELA-Literacy.RL.9-10.10

- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.3.9-10.K**

CCSS.ELA-Literacy.RL.9-10.2

- 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.A**

CCSS.ELA-Literacy.RL.9-10.4

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CC.1.3.9-10.F**

CCSS.ELA-Literacy.RL.9-10.5

- 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. **CC.1.3.9-10.E**

CCSS.ELA-Literacy.RL.9-10.6

- 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. **CC.1.3.9-10.D**

CCSS.ELA-Literacy.RL.9-10.9

- Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). **CC.1.3.9-10.H**

CCSS.ELA-Literacy.W.9-10.4

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.9-10**

CCSS.ELA-Literacy.W.9-10.5

- 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. **CC.1.4.9-10.T**

CCSS.ELA-Literacy.L.9-10.3

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **CC.1.3.9-10.F**

CCSS.ELA-Literacy.L.9-10.5

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CC.1.3.9-10.J**

CCSS.ELA-Literacy.L.9-10.5a

- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

CCSS.ELA-Literacy.L.9-10.5b

- Analyze nuances in the meaning of words with similar denotations. **CC.1.3.9-10.J**

CCSS.ELA-Literacy.SL.9-10.1

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. **CC.1.5.9-10.A**

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 10 days

**UNIT # 5:** Poetry

**GRADE:** 9

CCSS.ELA-  
Literacy.SL.9-10.1a

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **CC.1.5.9-10.A**

CCSS.ELA-  
Literacy.SL.9-10.1b

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. **CC.1.5.9-10.A**

CCSS.ELA-  
Literacy.SL.9-10.1c

- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **CC.1.5.9-10.A**

CCSS.ELA-  
Literacy.SL.9-10.1d

- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **CC.1.5.9-10.A**

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 10 days

**UNIT # 5:** Poetry

**GRADE:** 9

## UNDERSTANDINGS

A poet uses figurative language, sound techniques, patterns, and forms to amplify meaning. Explication is a process through which one analyzes aspects of poetry.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Compose a portfolio of poetry

### KNOW

- Identify the following types of figurative language:  
Symbol, metaphor, simile, personification, hyperbole, imagery, extended metaphor, implied metaphor, consonance, and assonance.
- Identify the following types of sound techniques:  
Onomatopoeia, alliteration, internal rhyme
- Identify the following types of poetry:  
Haiku, villanelle, sonnet, free verse, blank verse, found poetry, blackout poetry, concrete poetry
- Identify the following structural elements:  
Enjambment, meter, feet, rhyme scheme

### DO

- Analyze how poetic structure creates meaning.
- Cite evidence, analyze, and discuss poems in class using appropriate terminology.
- Explicate a poem that has not been discussed in class.
- Evaluate poet's adherence to conventions of various poetic forms.
- Create a portfolio of poems that reflects knowledge of the elements of poetry.

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 15 days

**UNIT # 6:** Classical Foundations

**GRADE:** 9

## STANDARDS:

### Core Standards:

CCSS.ELA-Literacy.RL.9-10.10

- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.3.9-10.K**

CCSS.ELA-Literacy.RL.9-10.1

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.9-10.B**

CCSS.ELA-Literacy.RL.9-10.2

- 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.A**

CCSS.ELA-Literacy.RL.9-10.3

- 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. **CC.1.3.9-10.C**

CCSS.ELA-Literacy.RL.9-10.4

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CC.1.3.9-10.F**

CCSS.ELA-Literacy.RL.9-10.5

- 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. **CC.1.3.9-10.E**

CCSS.ELA-Literacy.RL.9-10.6

- 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. **CC.1.3.9-10.D**

CCSS.ELA-Literacy.W.9-10.9

- Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC.1.4.9-10.S**

CCSS.ELA-Literacy.L.9-10.3

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **CC.1.3.9-10.F**

CCSS.ELA-Literacy.L.9-10.5a

- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

CCSS.ELA-Literacy.SL.9-10.1

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CC.1.5.9-10.A**

CCSS.ELA-Literacy.SL.9-10.1a

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **CC.1.5.9-10.A**

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 15 days

**UNIT # 6:** Classical Foundations

**GRADE:** 9

CCSS.ELA-  
Literacy.SL.9-10.1b

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. **CC.1.5.9-10.A**

CCSS.ELA-  
Literacy.SL.9-10.1c

- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **CC.1.5.9-10.A**

CCSS.ELA-  
Literacy.SL.9-10.1d

- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **CC.1.5.9-10.A**

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 15 days

**UNIT # 6:** Classical Foundations

**GRADE:** 9

## UNDERSTANDINGS

Classical literature provides a backdrop for all modern literature. An understanding of this type of literature and general mythology will aid readers in the process of unlocking allusions.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a project that tracks the main characters, the major events, the various settings, and the major parts of an epic.

### KNOW

- Identify and recognize the following elements of epics:  
A physically impressive hero, a vast setting, quest or journey undertaken in search of something of value, the involvement of supernatural forces, a basis in a specific culture or society, and a character struggling against fate.
- Define an epic hero as an exceptional person who undertakes difficult quests or journeys to achieve something of tremendous value to him/herself or his/her people.
- Define a foil as a character who stands in stark contrast to another character, thereby highlighting contrasting characteristics.
- Define myths as stories that teach moral lessons, explain history, and express the deepest fears and hopes of the human race.
- Define an allusion as a figure of speech that makes a reference to a place, character, event, myth, or work of art or literature, either directly or by implication.
- Define a literary archetype as an original model of a person, an ideal example, or a prototype upon which others are copied, patterned, or emulated; a symbol universally recognized.

### DO

- Cite evidence, analyze, and discuss mythic elements.
- Cite evidence, analyze, and discuss elements of epics.
- Read myths in order to gain background knowledge necessary to identify mythical allusions in other texts.
- Create and deliver a presentation on a section of an epic poem.
- Track the main characters, the major events, the various settings, and the major parts of an epic in a project.

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 5 days

**UNIT # 7:** Foundations of Research

**GRADE:** 9

## STANDARDS:

### Core Standards:

- CCSS.ELA-Literacy.W.9-10.10 • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **CC.1.4.9-10.K**
- CCSS.ELA-Literacy.W.9-10.1 • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **CC.1.4.9-10.A**
- CCSS.ELA-Literacy.W.9-10.1a • 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. **CC.1.4.9-10.B**
- CCSS.ELA-Literacy.W.9-10.1b • Develop claim(s) and counterclaims 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. **CC.1.4.9-10.C**
- CCSS.ELA-Literacy.W.9-10.1c • 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. **CC.1.4.9-10.D**
- CCSS.ELA-Literacy.W.9-10.1d • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.E**
- CCSS.ELA-Literacy.W.9-10.1e • Provide a concluding statement or section that follows from and supports the argument presented. **CC.1.4.9-10.E**
- CCSS.ELA-Literacy.W.9-10.2 • 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. **CC.1.4.9-10.A**
- CCSS.ELA-Literacy.W.9-10.2a • Introduce a topic; 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. **CC.1.4.9-10.D**
- CCSS.ELA-Literacy.W.9-10.2b • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **CC.1.4.9-10.C**
- CCSS.ELA-Literacy.W.9-10.2c • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **CC.1.4.9-10.J**
- CCSS.ELA-Literacy.W.9-10.2d • Use precise language and domain-specific vocabulary to manage the complexity of the topic. **CC.1.4.9-10.E**
- CCSS.ELA-Literacy.W.9-10.2e • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.F**



# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 5 days

**UNIT # 7:** Foundations of Research

**GRADE:** 9

- |                             |  |
|-----------------------------|--|
| CCSS.ELA-Literacy.W.9-10.2f | • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <b>CC.1.4.9-10.D</b>   |
| CCSS.ELA-Literacy.W.9-10.4  | • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <b>CC.1.4.9-10.B</b>  |
| CCSS.ELA-Literacy.W.9-10.5  | • 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. <b>CC.1.4.9-10.T</b>  |
| CCSS.ELA-Literacy.W.9-10.6  | • 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. <b>CC.1.4.9-10.U</b>  |
| CCSS.ELA-Literacy.W.9-10.7  | • 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. <b>CC.1.4.9-10.V</b>  |
| CCSS.ELA-Literacy.W.9-10.8  | • 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. <b>CC.1.4.9-10.W</b> |
| CCSS.ELA-Literacy.W.9-10.9  | • Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC.1.4.9-10.S</b>   |

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 5 days

**UNIT # 7:** Foundations of Research

**GRADE:** 9

## UNDERSTANDINGS

Research is the process through which writers synthesize and cite factual information in an effort to show support for a thesis.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Research skills are used to support other projects throughout the year.

### KNOW

- Explain that a thesis statement focuses the nature of the research.
- Identify databases and other reliable sources of information for research.
- Explain that the credibility of a resource is determined by its source, author, and date.
- Describe synthesis as a method of combining information from several sources.
- Recognize that plagiarism results when a source is not adequately cited.
- Identify MLA as a standard method used to format a paper and cite sources.

### DO

- Identify research topic.
- Use a database to acquire resources.
- Evaluate the reliability of sources using currency, accuracy, authority, objectivity, and coverage.
- Investigate evidence and make claims.
- Develop a research question and stance.
- Create a thesis statement that focuses the research project/paper and organizes the presentation of information.
- Combine information from several resources to create a draft.
- Correctly cite sources.
- Use the MLA guidelines for formatting (a correct header, font and font size, margins, spacing, pagination, parenthetical citations, and works cited).

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 20 days

**UNIT # 8:** Novel: Making Connections Through Literature

**GRADE:** 9

## STANDARDS:

### Core Standards:

CCSS.ELA-Literacy.RL.9-10.10

- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.3.9-10.K**

CCSS.ELA-Literacy.RL.9-10.1

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.9-10.B**

CCSS.ELA-Literacy.RL.9-10.2

- 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.A**

CCSS.ELA-Literacy.RL.9-10.3

- 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. **CC.1.3.9-10.C**

CCSS.ELA-Literacy.W.9-10.10

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **CC.1.4.9-10.X**

CCSS.ELA-Literacy.RL.9-10.4

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CC.1.3.9-10.F**

CCSS.ELA-Literacy.RL.9-10.5

- 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. **CC.1.3.9-10.E**

CCSS.ELA-Literacy.RL.9-10.6

- 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. **CC.1.3.9-10.D**

CCSS.ELA-Literacy.W.9-10.4

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.9-10.T**

CCSS.ELA-Literacy.W.9-10.5

- 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. **CC.1.4.9-10.T**

CCSS.ELA-Literacy.W.9-10.6

- 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. **CC.1.4.9-10.U**

CCSS.ELA-Literacy.SL.9-10.1

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. **CC.1.5.9-10.A**

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 20 days

**UNIT # 8:** Novel: Making Connections Through Literature

**GRADE:** 9

CCSS.ELA-Literacy.SL.9-10.1a

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **CC.1.5.9-10.A**

CCSS.ELA-Literacy.SL.9-10.1b

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. **CC.1.5.9-10.A**

CCSS.ELA-Literacy.SL.9-10.1c

- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **CC.1.5.9-10.A**

CCSS.ELA-Literacy.SL.9-10.1d

- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **CC.1.5.9-10.A**

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 20 days

**UNIT # 8:** Novel: Making Connections Through Literature

**GRADE:** 9

## UNDERSTANDINGS

Works of literature are products of their societal and historical backdrop. Themes and messages often stem from the need for societal change.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Compose a paper or project involving literary analysis of an aspect of the novel

### KNOW

- Explain that novels frequently reflect a time period and/or societal mores.
- Recognize that character development mirrors the natural growth and rites of passage that exist within a person's life.
- Describe how relationships among characters in a novel provide insights into human relationships.
- Explain how literary conflicts allow readers to examine obstacles in life and how to overcome them.
- Identify how authors generate diverse narratives through their unique use of literary elements.
- Define satire as a genre of literature that ridicules the flaws and foibles of mankind in an effort to bring about change.
- Identify elements of satire in literature, including: verbal irony, caricature, hyperbole, parallelism, parody, litote, etc.
- Distinguish between Horatian and Juvenalian satire.
- Distinguish between a bildungsroman and a picaresque novel.

### DO

- Cite evidence, analyze, and discuss societal values by synthesizing primary and secondary sources.
- Cite evidence, analyze, and discuss how a novel reflects the society upon which it is based.
- Track and cite textual evidence to develop an analysis of a specific motif.
- Compose pieces of writing to include any of the following: satirical creative writing, a persuasive paper, and/or informational writing.
- Analyze a theme in a novel through a literary analysis paper.

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 20 days

**UNIT # 9:** Shakespearean Drama

**GRADE:** 9

## STANDARDS:

### Core Standards:

- CCSS.ELA-Literacy.RL.9-10.10
  - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.3.9-10.K**
- CCSS.ELA-Literacy.RL.9-10.1
  - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.9-10.B**
- CCSS.ELA-Literacy.RL.9-10.2
  - 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.A**
- CCSS.ELA-Literacy.RL.9-10.3
  - 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. **CC.1.3.9-10.C**
- CCSS.ELA-Literacy.RL.9-10.4
  - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CC.1.3.9-10.F**
- CCSS.ELA-Literacy.RL.9-10.5
  - 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. **CC.1.3.9-10.E**
- CCSS.ELA-Literacy.RL.9-10.6
  - 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. **CC.1.3.9-10.D**
- CCSS.ELA-Literacy.RL.9-10.7
  - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). **CC.1.3.9-10.G**
- CCSS.ELA-Literacy.RL.9-10.9
  - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). **CC.1.3.9-10.H**
- CCSS.ELA-Literacy.SL.9-10.1
  - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. **CC.1.5.9-10.A**
- CCSS.ELA-Literacy.SL.9-10.1a
  - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **CC.1.5.9-10.A**
- CCSS.ELA-Literacy.SL.9-10.1c
  - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **CC.1.5.9-10.A**

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 20 days

**UNIT # 9:** Shakespearean Drama

**GRADE:** 9

- |                             |  |
|-----------------------------|--|
| CCSS.ELA-Literacy.L.9-10.3  | • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <b>CC.1.3.9-10.J</b>   |
| CCSS.ELA-Literacy.L.9-10.4  | • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <b>CC.1.3.9-10.I</b>  |
| CCSS.ELA-Literacy.L.9-10.4a | • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. <b>CC.1.3.9-10.I</b>  |
| CCSS.ELA-Literacy.L.9-10.5  | • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>CC.1.3.9-10.F</b>   |
| CCSS.ELA-Literacy.L.9-10.5a | • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.   |
| CCSS.ELA-Literacy.L.9-10.5b | • Analyze nuances in the meaning of words with similar denotations. <b>CC.1.3.9-10.J</b>   |
| CCSS.ELA-Literacy.L.9-10.6  | • 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. <b>CC.1.3.9-10.J</b> |

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 20 days

**UNIT # 9:** Shakespearean Drama

**GRADE:** 9

## UNDERSTANDINGS

Shakespeare's unique use of plot structure, dramatic conventions, and poetic elements has created literature that transcends time.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a project involving elements of performance and interpretation.

### KNOW

- Identify Shakespeare's characteristic plot structure as including both a technical and dramatic climax.
- Define technical climax as the turning point in the action of the play.
- Define dramatic climax as the point of greatest emotional intensity.
- Distinguish between technical and dramatic climaxes.
- Recognize that dramatic and technical climaxes occur at different times in a Shakespearean play.
- Explain that Shakespeare uses dramatic conventions to intensify a story.
- Explain that Shakespeare uses poetic elements to heighten language.
- Define poetic elements (blank verse, couplet, iambic pentameter, and sonnet).
- Define elements of dramatic structure (aside, monologue, soliloquy, and prologue)
- Define elements of tragedy (fate, flaw, and downfall).

### DO

- Analyze the effectiveness of sound techniques (rhyme, rhythm, meter, alliteration, iambic pentameter).
- Analyze the effectiveness of figurative language (personification, simile, metaphor, and oxymoron).
- Analyze the effectiveness of dramatic literary structures (aside, monologue, soliloquy, and prologue).
- Analyze the effectiveness of poetic elements (blank verse, couplet, iambic pentameter, and sonnet).
- Analyze how Shakespeare's use of words creates mood and how choice of words advances the theme.
- Compile a study guide that summarizes scene(s) from the play, analyzes major literary elements within each scene, lists major characters, and illustrates those scenes.
- Collaborate to decide how to stage a sequence of lines for a scene performance.
- Explore different ways to interpret characterization in a performance of a scene.



# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 15 days

**UNIT # 10:** Analysis of Graphic Fiction

**GRADE:** 9

## STANDARDS:

### Core Standards:

- CCSS.ELA-Literacy.RL.9-10.10
  - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.3.9-10.K**
- CCSS.ELA-Literacy.RL.9-10.1
  - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.9-10.B**
- CCSS.ELA-Literacy.RL.9-10.2
  - 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.A**
- CCSS.ELA-Literacy.RL.9-10.3
  - 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. **CC.1.3.9-10.C**
- CCSS.ELA-Literacy.RL.9-10.4
  - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CC.1.3.9-10.F**
- CCSS.ELA-Literacy.RL.9-10.5
  - 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. **CC.1.3.9-10.E**
- CCSS.ELA-Literacy.RL.9-10.6
  - 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. **CC.1.3.9-10.D**
- CCSS.ELA-Literacy.RL.9-10.7
  - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). **CC.1.3.9-10.G**
- CCSS.ELA-Literacy.W.9-10.4
  - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.9-10.K**
- CCSS.ELA-Literacy.W.9-10.1
  - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **CC.1.4.9-10.G**
- CCSS.ELA-Literacy.W.9-10.1a
  - 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. **CC.1.4.9-10.I**
- CCSS.ELA-Literacy.W.9-10.1b
  - Develop claim(s) and counterclaims 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. **CC.1.4.9-10.J**

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 15 days

**UNIT # 10:** Analysis of Graphic Fiction

**GRADE:** 9

- |                              |   |
|------------------------------|---|
| CCSS.ELA-Literacy.W.9-10.1c  | • 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. <b>CC.1.4.9-10.K</b>   |
| CCSS.ELA-Literacy.W.9-10.1d  | • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <b>CC.1.4.9-10.K</b>   |
| CCSS.ELA-Literacy.W.9-10.1e  | • Provide a concluding statement or section that follows from and supports the argument presented. <b>CC.1.4.9-10.J</b>   |
| CCSS.ELA-Literacy.W.9-10.2d  | • Use precise language and domain-specific vocabulary to manage the complexity of the topic. <b>CC.1.4.9-10.E</b>   |
| CCSS.ELA-Literacy.W.9-10.5   | • 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. <b>CC.1.4.9-10.T</b>   |
| CCSS.ELA-Literacy.W.9-10.6   | • 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. <b>CC.1.4.9-10.U</b>                         |
| CCSS.ELA-Literacy.W.9-10.9   | • Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC.1.4.9-10.S</b>  |
| CCSS.ELA-Literacy.SL.9-10.1  | • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <b>CC.1.5.9-10.A</b> |
| CCSS.ELA-Literacy.SL.9-10.1a | • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. <b>CC.1.5.9-10.A</b>        |
| CCSS.ELA-Literacy.SL.9-10.1c | • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. <b>CC.1.5.9-10.A</b>                         |
| CCSS.ELA-Literacy.SL.9-10.1d | • Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <b>CC.1.5.9-10.A</b>                 |
| CCSS.ELA-Literacy.SL.9-10.2  | • Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. <b>CC.1.5.9-10.B</b>   |

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 15 days

**UNIT # 10:** Analysis of Graphic Fiction

**GRADE:** 9

## UNDERSTANDINGS

“Texts,” as a category, are more than just words on a page. Graphic novels layer words and images to create an interconnected meaning.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a short piece of graphic fiction that deliberately incorporates elements of graphic fiction, accompanied by a reflection that explains the process and analyzes the writer’s compositional choices.

### KNOW

- Identify and define elements of graphic fiction including panel, shading, gutter, balloon, line.
- Identify and define image and text partnerships (interdependence) including compare/contrast, reference, and story extension.

### DO

- Cite evidence, analyze, and discuss elements of graphic fiction and image/text partnerships within a specific graphic novel.
- Analyze a comic strip using graphic novels terminology.
- Create a comic strip that uses elements of graphic fiction.
- Trace recurring images through the novel to analyze graphic motifs.
- Write a focused analysis of a single panel of a graphic novel.
- Create a multigenre project that explores a thematic element of the graphic novel (ie: storytelling, allegory, identity development, caricature).

# KNOW, UNDERSTAND, DO

COURSE: Honors English I

TIME FRAME: 5 days

UNIT # 11: Grammar and Language

GRADE: 9

## STANDARDS:

### Core Standards:

- CCSS.ELA-Literacy.L.9-10.1 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
- CCSS.ELA-Literacy.L.9-10.1a • Use parallel structure. **1.4.9-10.Q**
- CCSS.ELA-Literacy.L.9-10.1b • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. **1.4.9-10.Q**
- CCSS.ELA-Literacy.L.9-10.2 • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
- CCSS.ELA-Literacy.L.9-10.2a • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
- CCSS.ELA-Literacy.L.9-10.2b • Use a colon to introduce a list or quotation. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
- CCSS.ELA-Literacy.L.9-10.2c • Spell correctly. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
- CCSS.ELA-Literacy.L.9-10.3 • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **1.4.9-10.Q, CC.1.3.9-10 J, CC.1.2.9-10.J**
- CCSS.ELA-Literacy.L.9-10.3a • Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type. **1.4.9-10.Q**
- CCSS.ELA-Literacy.W.9-10.5 • 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. **CC.1.4.9-10.F, CC.1.4.9-10.L, CC.1.4.9-10.R**
- CCSS.ELA-Literacy.L.9-10.6 • 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. **CC.1.2.9-10.J, CC.1.3.9-10.J**

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 5 days

**UNIT # 11:** Grammar and Language

**GRADE:** 9

## UNDERSTANDINGS

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Notes: Grammar and language concepts are taught most effectively in the context reading and writing.  
A limited amount of stand-alone instruction may be necessary.

### KNOW

- Identify the function of semi-colons and colons in integrating different types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent and dependent) into writing.
- Identify parallel structure.
- Recognize the conventions of standard written English (capitalization, punctuation, and spelling).
- Identify fragmented and run-on sentences.
- Distinguish among different types of sentences.
- Recognize the impact of different types of verbs on both content and structure in writing.
- Recognize that subjects and verbs must agree with one another.
- Identify the function of a pronoun in the proper case (nominative, possessive, objective).
- Recognize that pronouns and antecedents must agree.
- Identify different types of phrases (verbals, prepositional, appositives).
- Identify misplaced modifiers.
- Distinguish consciously between active and passive voice.
- Identify all components of correct MLA formatting in a piece of writing.
- Understand the literary present tense.

### DO

- Use correct punctuation to write phrases and clauses that effectively communicate with the reader.
- Use parallel structure to strengthen a message and its effect.
- Analyze effectiveness of phrases and clauses within different types of writing.
- Use different kinds of sentences (simple, complex, compound).
- Use different kinds of verbs (actions, linking) to enhance writing.
- Choose the correct pronoun case to complete a sentence.
- Choose the correct pronoun based on its antecedent.
- Use phrases (verbals, prepositional, appositives) to write effectively.
- Correct misplaced modifiers.
- Apply active and passive voice appropriately when writing.
- Analyze the use of active and passive voice in texts.
- Correctly use MLA formatting, including a correct header, font and font size, margins, spacing, pagination, parenthetical citations, and works cited.
- Use the literary present tense when writing about literature.
- Revise writing.
- Edit writing using conventions of standard written English.

# KNOW, UNDERSTAND, DO

COURSE: Honors English I

TIME FRAME: 12 days

UNIT # 12: Vocabulary (Vocabulary units are taught throughout the year.)

GRADE: 9

## STANDARDS:

### Core Standards:

CCSS.ELA-

Literacy.L.9-10.4

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. **CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.2.9.K**

CCSS.ELA-

Literacy.L.9-10.4a

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. **CC.1.3.9-10.I**

CCSS.ELA-

Literacy.L.9-10.4b

- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

CCSS.ELA-

Literacy.L.9-10.4c

- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. **CC.1.2.9.K**

CCSS.ELA-

Literacy.L.9-10.4d

- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **CC.1.2.9.K**

CCSS.ELA-

Literacy.L.9-10.5b

- Analyze nuances in the meaning of words with similar denotations. **CC.1.3.9-10.J**

# KNOW, UNDERSTAND, DO

**COURSE:** Honors English I

**TIME FRAME:** 12 days

**UNIT # 12:** Vocabulary (Vocabulary units are taught throughout the year.)

**GRADE:** 9

## UNDERSTANDINGS

Vocabulary knowledge is fundamental for learning and effective communication. Exposure to a wide variety of texts enriches and expands one's spoken and written vocabulary.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Unit tests and quizzes

### KNOW

- Define synonym, antonym, context clues, verb tense, connotation, and denotation.
- Describe how context clues can be used to determine meaning.
- Explain how an author's usage of a word determines meaning.
- Identify patterns of word changes that indicate different meanings or parts of speech (e.g. credible, credibility, credibly, credit).
- Understand that print and digital reference materials are a reference for pronunciation, meaning, and parts of speech.

### DO

- Read, view, and listen to a variety of texts to acquire new vocabulary.
- Use context clues to determine the meaning of unfamiliar vocabulary.
- Analyze the connotations of words with similar definitions.
- Use vocabulary words in written work.

## Language and Grammar Scope and Sequence

### Grades 6-12

Language is dynamic; it changes to reflect society and culture, and it provides the primary way that individuals communicate thoughts and feelings. Effective written and oral communications rely upon understanding and applying the rules of standard English. This thoughtful knowledge of language and the skillful application of conventions and craft enhance expression and aid comprehension.

Teaching grammar and language concepts and conventions requires a multi-faceted approach.

- Some direct instruction is useful to define a concept, to show how it functions, and to explain its importance.
- Mentor texts (authentic models) may be used to demonstrate how constructions and conventions work.
- Student writing assignments should allow students to explore, practice, and refine concepts in their own writing.
- Editing checklists and rubrics should be designed to help students focus their work, understand expectations, and be held accountable.

In the tables that follow, grammar and language concepts and skills taught in grades 6 through 12 are identified. Instruction follows the sequence: instruct, build, strengthen, and maintain. **Instruct** indicates the first year a skill or concept is taught. **Build** indicates that additional instruction or re-teaching is expected. **Strengthen** indicates brief refreshers may be required, but students will use editing checklists and rubrics to assess their writing. **Maintain** indicates that the concept or skill will be demonstrated routinely in writing and speaking.



<b>I= Instruct    B= Build    S= Strengthen    M= Maintain</b>							
<b>Parts of Speech</b>	6	7	8	9	10	11	12
Identify nouns, verbs, adjectives, adverbs, and pronouns in sentences and explain their functions.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify prepositions, conjunctions, and interjections in sentences and describe their functions.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
Form and use verbs in active and passive voice.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
<b>Sentence Building</b>	6	7	8	9	10	11	12
Identify the four types of sentences in texts and use them in writing. (statement, question exclamation, command)	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify the subject and predicate of a sentence.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify and correct fragments in writing. (unless they are used for effect)	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify and correct run-on sentences in writing.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify and use different sentence patterns in writing. (Grade 6- S-V, S-V-DO, S-V- IO-DO only)	<b>I</b>	<b>I</b>	<b>B</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>
Identify prepositional phrases and appositives in sentences and place them appropriately in sentences when writing.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Explain the functions of participles, infinitives, and gerunds.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
Use phrases (verbals, appositives, prepositional) to write effectively.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
Define and identify dependent and independent clauses.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify simple, compound, and complex sentences in texts and use them in writing.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Analyze the structure of sentences though diagrams or graphic organizers. (sentences from texts read and students' writing)	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>

<b>I= Instruct    B= Build    S= Strengthen    M= Maintain</b>							
<b>Usage</b>	6	7	8	9	10	11	12
Categorize pronouns as subjective, objective, and possessive.	I	B	S	M	M	M	M
Use intensive pronouns correctly. (e.g. myself, ourselves)	I	B	S	M	M	M	M
Recognize and correct vague pronouns(i.e., ones with unclear or ambiguous antecedents)	I	B	S	M	M	M	M
Recognize that pronouns and antecedents must agree in number and person.	I	B	S	S	M	M	M
Recognize that subjects and verbs must agree with each other.	I	B	S	S	M	M	M
Use adverbs and adjectives correctly. (e.g. good/well)	B	S	S	M	M	M	M
Use comparative and superlative adjectives and adverbs correctly. (use more/most less/least or er, est appropriately )	I	B	S	S	M	M	M
Edit writing for correct homophone use. (to/too, its/it's, your/you're, whose/who's, there/their/they're)	S	S	M	M	M	M	M
Maintain verb tense (past, present, future) throughout a piece of writing.		I	B	S	M	M	M
Recognize and correct inappropriate shifts in verb voice and mood.			I	B	S	M	M
Use parallel structure.				I	B	S	M
Resolve usage issues by consulting references.	I	B	B	S	M	M	M
Recognize that usage is a matter of convention and conventions change over time, and are sometimes contested.				I	B	S	M
<b>Mechanics</b>	6	7	8	9	10	11	12
<b>Spelling</b>							
Spell frequently used words correctly.	S	S	M	M	M	M	M
Consult electronic and print references to correct spelling.	B	S	S	M	M	M	M
Use spell-check on word-processed documents.	I	B	S	M	M	M	M
Eliminate spelling errors during the editing phase of formal writing assignments.	I	B	S	M	M	M	M

	I= Instruct	B= Build	S= Strengthen	M= Maintain				
<b>Mechanics (continued)</b>	6	7	8	9	10	11	12	
<b>Capitalization</b>								
Capitalize the first word in a sentence.	S	M	M	M	M	M	M	
Capitalize proper nouns.	S	M	M	M	M	M	M	
Capitalize "Mom, Dad..." when used as proper nouns.	I	B	S	M	M	M	M	
Capitalize words in titles correctly.	I	B	S	M	M	M	M	
Consult references to correct capitalization.	I	B	S	M	M	M	M	
<b>Punctuation</b>	6	7	8	9	10	11	12	
Use correct end of sentence punctuation.	S	M	M	M	M	M	M	
Use apostrophes for contractions and possessives.	B	S	M	M	M	M	M	
Use commas to separate items in a series.	S	M	M	M	M	M	M	
Use commas to set off nonrestrictive/parenthetical elements in a sentence	I	B	S	M	M	M	M	
Use commas to separate coordinate adjectives.		I	B	S	M	M	M	
Use commas before coordinator in compound sentences.	I	B	S	M	M	M	M	
Use commas to around interrupters(appositives, direct address, interjections)		I	B	S	M	M		
Distinguish and divide main and subordinate clauses using commas and semi-colons.				I	B	S	M	
Use quotation marks and correct punctuation to mark dialogue.	B	B	S	M	M	M	M	
Correctly punctuate quotations integrated into an essay.			I	B	S	M	M	
Use semicolons to join independent clauses with or without conjunctive adverbs.			I	B	S	M	M	
Use colons to introduce a list or a quotation.				I	B	S	M	
Use a comma, ellipsis, or dash to indicate a pause or break.			I	B	S	M	M	
Use an ellipsis to indicate an omission.			I	B	S	M	M	
Observe hyphenation conventions.					I	S	M	
Consult references to correct punctuation.	I	B	S	M	M	M	M	
<b>Formatting</b>								
Indent or double space paragraphs.	S	S	M	M	M	M	M	
Use MLA formatting for header, font and font size, margins, spacing, pagination, citations, and works cited.		I	B	S	S	M	M	

	<b>I= Instruct</b>	<b>B= Build</b>	<b>S= Strengthen</b>	<b>M= Maintain</b>				
<b>Style/Rhetoric</b>	6	7	8	9	10	11	12	
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	
Maintain a consistent point of view within a piece of writing.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>		
Maintain consistency in style and tone.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	
Use parallel structure. OR Identify and use parallelism and properly placed modifiers for rhetorically effective sentences.				<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	
Vary sentence patterns for meaning, style, and reader interest.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	
Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	
Choose language that expresses ideas concisely and precisely, recognizing and eliminating redundancy and wordiness.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	

### **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

#### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

#### **SETTING**

- Preferential seating

#### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

#### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)