English 9/H At-a-Glance

Unit	Students will understand that…	Students will know…	Students will be able to…
Reading Fiction	• Readers use different strategies to read critically than they do to read for pleasure. • Longer works train us to use subjects, themes and reading strategies to create meaning. • Authors use identifiable literary elements and patterns to create meaning in texts. • Texts convey themes that allow us to better understand ourselves and our world. • Authors use methods of characterization to develop theme and advance plot.	Narrator, Theme, Protagonist, Antagonist, Foreshadowing, Figurative language, mood, conflict, plot	• Actively read a variety of short stories and novels, choosing and using reading strategies to develop a richer understanding of the text. • Identify examples of literary tools and explain why an author is using a literary tool • Annotate a text to show their thinking.
Reading Nonfiction	• Not all sources are reliable. • Authors use identifiable rhetorical elements and patterns to create meaning in texts. • The point of view, bias, and historical/cultural background of both the reader and the author influence how a text is written and understood.	Nonfiction: when an author claims to be telling us about the real world, a real experience, or a real person/idea/belief.	• Actively read a variety of nonfiction texts (such as news articles or essays), choosing and using reading strategies to develop a richer understanding of the text. • Identify examples of ethos, pathos, logos appeals then explain why an author is using that particular appeal. • Annotate a text to show their thinking.
Reading Complex Texts	• Classics writers are just like contemporary writers in that they used a variety of literary tools for different purposes, including to entertain, to inform, to persuade, to explain, to characterize. • Classics writers access a variety of themes that connect to modern day life. • It is possible to make sense of classic writing—sometimes it takes multiple close readings. • The genre of literature determines the most effective mode to engage with it. • All performances are adaptations that overlay the writer's vision and emphasis with that of the actors, directors and producers. • Classic stories have echoes in a variety of contemporary text. • The point of view, bias, and historical/cultural background of both the reader and the author influence how a text is written and understood.	Personification • Aside • Dramatic irony • Foreshadowing • Allusion • Symbolism • fix-up reading strategies for reading complicated/classical texts	• Compare and contrast how the major themes in *Romeo and Juliet* and/or *The Odyssey* connect to life in modern society • Identify when a scene in *Romeo and Juliet* and/or *The Odyssey* connects to a particular theme and describe why • Notice when Shakespeare/Homer is using a particular literary device and describe why. • Display fluency in reading complex and/or classic texts. • Display comprehension in reading complex and/or classic texts. • Watch a performance of one or more of the classics or an adaptation of the classic. • Identify a director's vision and evaluate its effectiveness in handling the themes and ideas of a text.

Writing Process	• Purpose and audience drive the language, style, and structure of writing. • Writers use standards in punctuation, grammar, and vocabulary to assure that they effectively convey their meaning. • Writers use a purposeful, multi-draft process of prewriting, drafting, reviewing, revising, and editing.	• draft • revision vs. editing	• Revise a draft of a paper using peer or instructor feedback. • Edit a draft of a paper to the point of publication.
Narrative Writing	• Narrative writing consists of authorial choices, not necessarily limited by "what really happened." • Narrative writing requires authors to establish clear voice and tone. • Authorial choices help to sharpen characterization and conflict. • Writers use different registers of language (casual, personal, academic) depending on their purpose and audience.	• Narrative writing contains a beginning, a middle, and an end • Writers make choices about the order of events, the details on which to focus, the scenes to be included (or not), the setting, etc. • These literary terms: dialogue, transitions, action, description	• Write a personal narrative or journalism piece • Set up a story with characters and event(s). • Organize the events in a story so that they make sense • Use transition words to link ideas. • Include action, dialogue, description, and thought. • Bring the story to an end.
Analysis Writing	• Analytical writing requires close examination of the parts of a text in order to examine specific literary tools and authorial choices. • A sound literary argument requires textual evidence.	Differences between analysis and summary • Thesis statement • Topic sentence • Strategies for organizing a paper • Academic voice	• Write an analytical essay • Make a claim about the text. • Write an opening and a closing. • Use basic signal word transitions between paragraphs (first, second, third) • Write sentences that identify the topics of the paragraphs. • Identify only the immediate context for the evidence.
Expository or Informational Writing	• Expository writing consists of interpreting and ordering information into a new, focused message. • Writers use different registers of language (casual, personal, academic) depending on their purpose and audience.	Topic sentence • Thesis statement • Organization	• Write an expository or informational piece • Use a good question to formulate multiple answers. • Use MLA or APA style citations, as specified by instructor • Create a Works Cited (MLA) or References (APA) page, as specified by instructor • Synthesize information from other sources into a cogent argument

Persuasive Argument Writing	• A persuasive argument makes a claim that the writer tries to support. • Writers use a variety of tools and strategies to convince people to agree with them. • Arguments have logical, intentional, discernible structure.	• Plagiarism means using the words, ideas or organization of other writers without giving them credit. • Ethos, pathos, logos appeals • Counter-argument • Claim, warrant, evidence • Organizational strategies	• Write a multi-draft persuasive document (e.g. essay or speech) • Cite sources appropriately • Use evidence to support an explanation • Revise an essay/speech based on peer and/or instructor feedback as well as independent thought. • Apply the Know items to the construction of an argument •Take a position. •Write paragraphs with topic sentences, introduce and use evidence, and reasoning. •Identify and respond to possible counterarguments. •Use openings and closings in the essay. •Transition between and within paragraphs. •Order their claims.
Research	• Creating an academically honest product takes work from the very beginning. • Not all sources are reliable • Effective research requires multiple approaches from multiple angles • Effective deductive research is guided by a specific, compelling question • Specific research creates more meaningful product. • Writers evaluate and use evidence from multiple perspectives to create an original piece.	• Plagiarism means using the words, ideas or organization of other writers without giving them credit. • How to use electronic databases • How to evaluate sources • The difference between verbal attributions and written citations	• Create specific parameters for their own research based on their subject, question, or object of study •Adjust the research question based on what was learned or based on the limits of the project. •Identify a variety of search terms • Search for, identify, discard, and select useful information from a variety of sources. • Read and take notes from a variety of sources. • Use information from multiple sources with academic integrity • Use MLA or APA style citations, as specified by instructor • Create a Works Cited (MLA) or References (APA) page, as specified by instructor • Attempt to put their source in their own words • Write with a consistent voice • Evaluate sources for reliability • Synthesize information from other sources into a new original product.

Speaking and Listening	• Organization and practice creates credible, confident speakers. • Speeches, like other types of writing, rely on organization, voice, and content. • Writers use different strategies, media, or tools depending on their purpose and audience. • Building on the ideas of others is key to effective discussion. • Effective listening requires engagement and response. • Discussion helps participants clarify their own understandings, and see how others interact with and create meaning from texts and ideas.		• Write and deliver a speech. • Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
9 Honors			• Reflect on their growth in reading, writing, and participation via a portfolio.