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| **Teacher: Michele Loomis** | | **School Year: 2014—15** |
| **Course:** English 9th | | **Intended Grade Level:** 9th |
| **Course Summary:** The 9th grade English/Language Arts curriculum at South Williamsport Area High School aligns with PA Common Core Standards. Throughout the year, students will have opportunities to build upon previous knowledge of reading, writing, listening, and speaking. | | |
| **Course Outcomes:**  ***By the end of the course, students will know:***   * Elements of short stories, novels, and plays * Literary elements including but not limited to allusion, allegory, archetype, indirect and direct characterization, theme, point of view, plot, irony, motif, symbolism, etc. * Elements of the following—character analysis, literary analysis, persuasive essays, short stories * Basic MLA documentation * Vocabulary associated with Level D * Importance of historical context of works of fiction   ***By the end of the course, students will be able to:***   * Read and comprehend non-fiction and fiction texts * Cite textual evidence to support both explicit and implicit ideas from texts in both writing and speaking * Determine an author’s purpose or theme of a text * Analyze pieces of literature * Discuss literature and controversial topics insightfully and respectfully * Write literary analysis, persuasive essays, and short stories, using appropriate forms * Organize presentations and written works in logical, clear order * Present information to a group, using appropriate speaking skills | | |
| **Standards Targeted[[1]](#footnote-1)--**Pennsylvania Common Core Standards for English Language Arts | | |
| **Units of Study** | | |
| **Units Topic** | **Primary Learning Outcome** | |
| **Short Stories** | * Read and understand grade appropriate short stories * Use elements of short stories to determine theme * Apply elements of characterization to write a multi—paragraph character analysis essay * Create short stories using all elements of short stories (plot, character, theme, point of view, and setting | |
| **Romeo and Juliet** | * Understand terms related to drama such as iambic pentameter, classical allusion, pun, aside, couplet, foil, dramatic irony, etc. * Understand information regarding Shakespeare, the Globe Theatre, and the time period * Compare and contrast the same work in different mediums * Analyze themes to assess the author’s intent * Apply the themes of the play to current life * Participate actively in discussions related to the play * Use evidence from the play to support statements made in discussions | |
| **A Separate Peace** | * Understand the historical context of World War II in the United States * Understand and analyze the use of motif * Evaluate actions of characters to determine the justification of such actions * Relate the characters’ choices to choices of teens today * Find or create graphic representations of various themes within the novel * Characterize the major characters within the novel and support using evidence from the novel * Analyze the use of flashback in a novel * Analyze the theme of friendship and rivalry * Analyze the term coming-of-age within the context of the novel | |
| **The Pearl** | * Find information related to an area of the novel * Utilize the information to create a presentation related to the topic * Analyze and evaluate choices and motives of characters * Analyze the historical and social context of a work of literature * Present information using appropriate speaking skills * Justify the response to open –ended questions using the work of literature as evidence * Identify themes in a work of literature | |
| **Of Mice and Men** | * Describe the details of John Steinbeck’s life and literary career * Describe the life of a migrant worker * Understand the historical context of both the Great Depression and the Dust Bowl * Use evidence from the novella to analyze the themes of the American Dream, isolation and loneliness, powerful vs. powerless people, and discrimination of blacks, women, handicapped, and elderly * Explain and analyze how setting, dialogue, and characters help to develop theme * Analyze Steinbeck’s opinion of the various themes * Analyze the development of individual characters * Organize information and use evidence from the novella to structure a multi-paragraph essay related to a theme from the novella | |
| **Vocabulary** | * Recall definitions of words * Apply definitions of words to synonyms and antonyms * Utilize the words in sentences * Makes connections to the words’ use in the world | |
| **Non-Fiction** | * Read and comprehend current non-fiction articles from various sources * Use annotation to take notes on the articles * Make connections between the articles and their own lives, other media, and the world around them | |
| **Advanced Learner Recommendations** | | |
| * \*Advanced Learners with GIEPs: All Specially Design Instruction is followed as outlined by the student's Gifted Individualized Education Plan. * \*Advanced Learners without GIEPs: Ability grouping (ex: Honors Geometry, Honors English, and Advanced Biology), performance-based assessments (ex: projects and papers), upper-level questioning, and critical thinking exercises. | | |
| **Struggling Learner Recommendations** | | |
| * Struggling Learners with IEPs: All accommodations/modifications are followed as outlined by the student's Individualized Education Plan. Examples: extended time, small group testing, study guides, test read aloud, and modifications made to the regular education curriculum. * Struggling Learners without IEPs: Available during the daily FLEX period to ask questions or review materials, restating of directions, project-based assessments (ex: projects, homework, notebook grades), and instruction that incorporates the different types of learning modalities (ex: visual, auditory, or kinesthetic). * Test accommodations for struggling learners (Vocabulary Unit Tests) * Guided reading questions for struggling learners * Performance-based projects for all learners * Upper-level questioning and content for advanced learners (Honors English) * Checklist while writing for struggling learners * Supplemental resources for all learners | | |

1. Indicate primary Standards emphasis:

   PA Core - Math / ELA / Science & Technology / History & Social Studies

   National Content Standards (Name and Type)

   Industry Recognized Standards (Name and Type) [↑](#footnote-ref-1)