



LEE ACADEMY

Lee, Maine USA

Official Curriculum

9th Grade (First-Year) English

Course description:

First Year English contributes to an understanding of literary and expository texts through reading and writing. These two processes enhance student ability to appreciate, analyze, and interpret the following literary genres; short story, poetry, drama, nonfiction, and novel. Research knowledge and skills in documentation and English language conventions are integrated into student drafts and revisions. Students also participate in small group interactions and public presentations designed to promote effective oral communication skills and strategies.

Primary text(s) and other major resources:

The Language of Literature – McDougal Littell

Jonathan Livingston Seagull – Richard Bach

The Giver – Lois Lowry

Freak The Mighty - Philbrick Rodman

~Unit length & MLRs	Objectives	Essential Questions	Assessment
<p>Unit 1 6 weeks, 15classes</p> <p>A1c: Students determine the meaning of unknown words by analyzing the context in which they are used</p> <p>A2a: Students explain the external and internal conflicts between and among major and minor characters.</p> <p>B2a: Students use diction, syntax and imagery, tone to create a distinctive voice.</p> <p>B2b Students organize and transition ideas in a logical sequence.</p> <p>D1a Students use appropriate diction, syntax and figurative language to suit purpose, context and audience.</p> <p>D2 Students demonstrate the use of the structures and conventions of standard English in their communication.</p> <p>E1b: Students examine and critique information presented.</p> <p>E2a: Students choose and present appropriate information logically and ethically.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ✓ begin year-long, individualized writing portfolio including: definition, narrative, and descriptive essay. ✓ read short stories to comprehend, identify, and evaluate: plot, setting, conflict, and character in the selected genre. ✓ revise and edit a series of drafts, applying correct rules of grammar and spelling. ✓ make oral presentations to explain ideas. 	<ul style="list-style-type: none"> ✓ What literary techniques are unique to the chosen genre? ✓ How do we write an effective essay? ✓ How can revision and editing improve our skills as writers? ✓ In what ways is the ability to communicate effectively an important part of our lives? 	<ul style="list-style-type: none"> ✓ B2a, B2b, D1 and D2,: Individualized student writing portfolio (3 essays) ✓ E2a--Oral in class reading (rubric) ✓ E1b--Small group alternate endings writing activity (rubric) ✓ A2a- Short answer quiz comp major/minor char— Venn diagram (file) ✓ B2b-- Map of physical layout using a story with a dominant setting. ✓ E2a-- Oral presentation of map (rubric)
<p>Unit 2 6 weeks, 15 classes</p>	<p>Student will:</p> <ul style="list-style-type: none"> ✓ compare and contrast literary devices from different genres. 	<ul style="list-style-type: none"> ✓ What differences in structure and style do we see in the two genres we study? 	<ul style="list-style-type: none"> ✓ B1b, D2-- “Gaining insights Into Human Nature”-- Essay

<p>A1b Students apply knowledge of roots, affixes to draw inferences about the meaning of content area vocabulary.</p> <p>A1c Students determine the meaning of unknown words by analyzing the context in which they are used</p> <p>B1b Students combine aspects of various genres while drafting and revising for rhetorical effect, strong diction, and distinctive voice.</p> <p>D1a Students use appropriate diction, syntax and figurative language to suit purpose, context and audience.</p> <p>D2 Students demonstrate the use of the structures and conventions of standard English in their communication.</p>	<ul style="list-style-type: none"> ✓ demonstrate an understanding of the defining features of a specific genre. ✓ draft and revise a story with strong diction and distinctive voice. ✓ demonstrate the use of standard English conventions in their writing and speaking. ✓ apply etymology and context to understand unfamiliar words and concepts. 	<ul style="list-style-type: none"> ✓ How do we figure out the meaning of words from their structure and location? ✓ How can an understanding of standard English conventions improve our writing skills during the revision and editing process? 	<p>comparing & contrasting two main characters in 2 stories of different genres— motivation, behavior.</p> <ul style="list-style-type: none"> ✓ D1a, D2 and B1b-- In small groups, students write and revise a story, using features of the genre to target language and style for a specific audience. ✓ A1b, A1c-- Maintain a reading journal that records unfamiliar vocabulary, their inferences of the terms meaning (based on word roots and contexts), and the correct definition.
<p>Unit 3 6 weeks, 15 classes Double Entry Journal</p> <p>A1c Students determine the meaning of unknown words by analyzing the context in which they are used.</p> <p>A2a Students explain the relationship between and among major and minor characters.</p> <p>A2c Students analyze the use of sophisticated literary and rhetorical devices in literary fiction.</p> <p>B2b Students organize and transition ideas in a logical sequence.</p>	<p>Student will:</p> <ul style="list-style-type: none"> ✓ explain and define key literary terms (e.g. cultural context and author point of view) ✓ understand the double entry journal format of note taking. ✓ select a book and identify and analyze key literary devices (e.g. characterization, author point of view, and cultural context) 	<ul style="list-style-type: none"> ✓ How does the double entry journal format aid in reading comprehension and analysis? ✓ How can we understand our own culture by using the perspectives and frames of reference that exist in various texts? ✓ In what ways can understanding different points of view give us insight into the perspectives of others? 	<ul style="list-style-type: none"> ✓ A2c, B2b and A1c-- Students create a multi-entry (6-12) double entry journal that discusses sophisticated literary devices (such as characterization, author point of view, and cultural context) utilizing specific quotes from the text. ✓ A2a- Venn diagram of similarities and differences (static vs. dynamic, attitude, motive, etc) between major and minor characters in a work.

<p>Unit 4 4 weeks, 8 classes Informational text/ Advertisement</p> <p>A4a Students evaluate the logic of persuasive texts, noting instances of unsupported inferences and fallacious reasoning. B1e Students create legible final drafts. B3b Students write essays that build a logical argument and support assertions. E2b Students apply conventions of standard American English to suit audience and purpose. A1f Students demonstrate comprehension by evaluating texts using established criteria. F1c Students look at the role of the media in shaping public opinion.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ✓ explain and define six principal types of propaganda. ✓ examine print media for examples of propaganda. ✓ write and present television ads using modern propaganda techniques. ✓ evaluate propaganda utilized in political persuasion. 	<ul style="list-style-type: none"> ✓ How do modern propaganda strategies effect our role as consumers? ✓ What propaganda techniques are targeted at today's youth? ✓ How do presidential candidates utilize propaganda techniques to influence voters? ✓ How do we differentiate truth vs. fiction in the media? 	<ul style="list-style-type: none"> ✓ (preparing for- A4a, A1f)-- Analyze propaganda techniques as a class (student self assessment- formative- to assess remediation needs). ✓ A4a-- Identify an example of each of six varieties of propaganda (bandwagon, inductive reasoning, generalizations, fear, etc) in print media and evaluate their function in the text. ✓ B1e,, E2b-- Create a television advertisement (writing the script/storyboard and performing or videotaping it) that demonstrates understanding of two propaganda techniques. ✓ A1f, B3b, F1c— Examine bias in the news media through a written critique.
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<p>Unit 5 8 weeks, 20 lessons Literary Press Conference</p> <p>A2a Students explain the external and internal conflicts between and among major and minor characters.</p> <p>A2c Students analyze the use of common literary and rhetorical devices in literary fiction.</p> <p>B2a Students use diction, syntax and imagery, tone to create a distinctive voice.</p> <p>A2 Students select the best examples from texts to support assertions. (non-essay format)</p> <p>E1a Students pose questions that probe for details, suggest generalizations, and/or invite others to consider alternate points of view.</p> <p>E2a Students take a position and defend it exhibiting a logical structure and language appropriate to the audience and purpose</p> <p>E2b- Students apply conventions of standard American English to suit audience and purpose.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ✓ read Shakespeare's <i>Romeo and Juliet</i> aloud to comprehend and evaluate plot, conflict, and characterization. ✓ compare these elements to current views on love and relationships. ✓ use the D.E.J. format to examine characterization. ✓ use Bloom's Taxonomy as a model to write probing questions and answers that examine character interactions and motives. ✓ demonstrate a command of the conventions involved in a formal speech, including description, comparison, quotation, and/or paraphrasing. 	<ul style="list-style-type: none"> ✓ What are the pragmatic values and/or lessons gained by carefully examining noted authors and literary works? ✓ What similarities exist between today's teenagers and their counterparts found in classic literature? ✓ How can Bloom's Taxonomy assist us in analyzing and interpreting literature? ✓ How does voice, volume, and diction aid us in creating an effective presentation that reflects the frame of reference of the chosen literary character? 	<ul style="list-style-type: none"> ✓ A2a, Short writing prompts that analyze aspects of characterization ✓ A2a, A2c, A2--Double Entry Journals... targeting characters and motivations... ✓ B2b, E1a E2a--Debate the relationship between character motivation and behavior. ✓ A2c, B2a, A2, E1a, E2b--LAD Literary Press Conference- Students choose a character, analyze the traits, and prepare/respond to questions as that character
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<p>Unit 6 2 weeks, 5 classes Careers 101</p> <p>B1c Students edit for correct grammar, usage and mechanics in ways that improve the meaning and impact of the message for a targeted audience.</p> <p>B2b Students organize and transition ideas in a logical sequence.</p> <p>B4b Students adapt a conventional format for intended effect.</p> <p>B1c Students create legible final drafts.</p> <p>C1c Students synthesize information from varied sources.</p> <p>E1a Students pose questions that probe for details, suggest generalizations, and/or invite others to consider.</p> <p>E2b- Students apply conventions of standard American English to suit audience and purpose.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ✓ identify interests and abilities as a foundation for future career choices. ✓ research and write about personal career interests using the Internet. ✓ demonstrate proper techniques used in the interview process. ✓ revise and edit a formal resume using the conventions of standard American English. 	<ul style="list-style-type: none"> ✓ How can personal interests and abilities be channeled into a career goal? ✓ How do both the resume' and the interview process showcase your talents and abilities? ✓ How are writing and speaking skills an essential part of an effective job search? 	<ul style="list-style-type: none"> ✓ B1c, B2b, C1c-- Students write three one page research reports on three different career choices that match their personal interest ✓ E1a, E2b-- Students interview each other. ✓ B1c, B2b, B4b-- Students compile skills and write a resume. ✓ B4b, B1c—Students interview a professional using skills learned in class.
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