

Advanced English 9 A

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| Content | Skills | Learning Targets | Standards | Assessment | Materials |
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| <p>English 9A</p> <p>CEQs:</p> <ul style="list-style-type: none"> • How does history influence literature? • How can personal conflicts and choices be analyzed in literature? • How is a formal essay constructed using MLA style? • How are themes in real life present in literature? <p>Speak</p> <p>UEQs:</p> <ul style="list-style-type: none"> • How does communication affect an | <p>Speak</p> <p>Listening/Speaking/Media</p> <ol style="list-style-type: none"> 1. Organize a speech with an introduction, body, and conclusion 2. Use appropriate eye contact, posture, gestures, etc. 3. Use correct volume and tone in voice. 4. Determine point of view 5. Recognizing propaganda techniques <p>Reading</p> <ol style="list-style-type: none"> 1. Summarize passages 2. Make inferences 3. Identify theme, symbols, and | <p>Speak</p> <p>Listening/Speaking/Media</p> <p>LT1. I can tailor my speech topic toward a target audience.</p> <p>LT2. I can formulate a thesis statement that clearly communicates the focus of a longer speech.</p> <p>LT3. I can support a thesis statement with specific evidence, examples, and/or details that show the reader my ideas.</p> <p>LT4. I can organize supporting in a logical sequence.</p> <p>LT5. I can enhance organization through the use of clear transitions.</p> <p>LT6. I can deliver a speech clearly by utilizing the elements</p> | <p>Speak</p> <p>Listening/Speaking/Media</p> <p>9.5.9.9</p> <p>9.9.2.2</p> <p>9.9.3.3</p> <p>9.9.4.4</p> <p>9.9.6.6</p> <p>9.9.7.7</p> <p>Reading</p> <p>9.4.5.5</p> <p>Writing</p> <p>9.7.2.2</p> <p>9.7.4.4</p> <p>9.7.5.5</p> | <p>Speak</p> <p>Listening/Speaking/Media</p> <p>CFA = Speech in a Bag</p> <p>CSA = Informative Speech</p> <p>Reading</p> <p>CFA = Speak Quizzes</p> <p>CSA = Speak Final Test</p> | <p>Speak</p> <p>Listening/Speaking/Media</p> <p>Speech packet</p> <p>Speech notes</p> <p>Sample speeches</p> <p><i>Speak</i> by Laurie Halse Anderson</p> |

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| <p>individual and society?</p> <ul style="list-style-type: none"> • What are the six-traits of writing and how are they used effectively? • What are the elements of an effective descriptive essay? • How does the credibility, point of view, and persuasive techniques impact a speaker's message? <p>Listening/Speaking</p> <ol style="list-style-type: none"> 1. Public speaking techniques 2. Nonverbal, interpersonal, and public speaking <p>Reading</p> <ol style="list-style-type: none"> 1. Summary 2. Inference 3. Theme, symbolism, and motifs | <p>motifs in a fictional piece of literature</p> <ol style="list-style-type: none"> 4. Discuss plot, conflict, characters, and literary devices in a large group setting | <p>of effective public speaking.</p> <p>LT7. I can identify credibility</p> <p>LT8. I can define, identify, and give examples of propaganda techniques and logical fallacies.</p> <p>LT9. I can determine the point of view in a form of media.</p> <p>Reading</p> <p>LT1. I can independently comprehend literature. -I can understand the visual elements and style of the author's work.</p> <p>LT2. I can determine theme, author's purpose, or main idea in a literary work.</p> <p>LT3. I can analyze how the literature is influenced by the culture, context, or era in which it was written.</p> | | | |
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| <p>4. Plot and conflict 5. Characterization 6. Literary devices 7. Point of View</p> <p>Writing Six Traits: 1. Content/ideas 2. Organization 3. Sentence Fluency 4. Voice 5. Word Choice 6. Conventions 7. Presentation</p> | <p>Writing</p> <ol style="list-style-type: none"> 1. Demonstrate six traits of writing 2. Write an expository text | <p>Writing LT1. I can formulate a thesis statement that clearly communicates the focus of a longer work. LT2. I can support a thesis statement with specific evidence, examples, and/or details that show the reader my ideas. LT3. I can organize supporting details into paragraph structure with a definite introduction, body, and conclusion. LT4. I can enhance organization through the use of topic sentences, transitions, and concluding sentences. LT5. I can extend the appeal of my work so it goes beyond functional writing (basic execution of the assignment) and entertains, provokes thought, and/or connects with a</p> | | <p>Writing CFA=Six-Traits Practice Assignments CSA=Descriptive Essay</p> | <p>Writing 6 Traits of Writing packet MLA Handbook</p> |
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| | | <p>variety of target audiences.</p> <p>a. I can use vivid imagery to describe a topic.</p> <p>b. I can enhance my writing through effective word choice.</p> <p>LT6. I can improve my work by revising content and editing writing so it is free of punctuation, capitalization, and usage errors.</p> | | | |
| <p><u>Animal Farm</u> UEQs:</p> <ul style="list-style-type: none"> • What are allegories and how are they used in literature? • What makes an allegory effective? • How does character development affect plot? | <p><u>Animal Farm</u> Reading</p> <ol style="list-style-type: none"> 1. Read and analyze the allegory used in Orwell's <i>Animal Farm</i>. 2. Make inferences. 3. Identify theme, symbols, and motifs in a fictional piece of literature 4. Discuss plot, conflict, characters, and literary devices in | <p><u>Animal Farm</u> Reading</p> <p>LT1.I can independently comprehend literature. LT2.I can understand the visual elements and style of the author's work. LT3.I can determine theme, author's purpose, or main idea in a literary work. LT4.I can analyze how the literature is influenced by the culture, context, or era in which it was</p> | <p><u>Animal Farm</u> reading</p> <p>9.4.1.1 9.4.2.2 9.4.3.3 9.4.4.4 9.4.10.10</p> <p>Writing</p> <p>9.7.1.1 9.7.2.2 9.7.3.3 9.7.4.4 9.7.5.5 9.7.10.10</p> | <p><u>Animal Farm</u> reading</p> <p>CSA = <i>Animal Farm</i> Quizzes</p> <p>CFA = <i>Animal Farm</i> test</p> | <p><u>Animal Farm</u> Copy of <i>Animal Farm</i></p> |

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| | <p>small & large group setting</p> | <p>written. LT5.I can effectively communicate critical thinking through literary-based writings and discussions. LT6.I can evaluate the quality of literature (i.e. what makes a work a classic versus popular).</p> <p>Writing LT1. I can formulate a thesis statement that clearly communicates the focus of a longer work. LT2. I can support a thesis statement with specific evidence, examples, and/or details that show the reader my ideas. LT3. I can organize supporting details into paragraph structure with a definite introduction, body, and conclusion. LT4. I can enhance organization through the use of topic</p> | <p>Writing 9.7.1.1 9.7.2.2 9.7.3.3 9.7.5.5 9.7.6.6 9.7.7.7 9.7.8.8 9.7.9.9</p> | <p>CFA = outline of literary analysis</p> <p>CFA = rough draft of literary analysis</p> <p>CSA = literary analysis of Animal Farm</p> | |
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| | | sentences, transitions, and concluding sentences. LT5. I can improve my work by revising content and editing writing wo it is free of punctuation, capitalization, and usage errors. | | | |
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| Content | Skills | Standards | Assessment | Resources & Technology | |
| <p>Mythology UEQs:</p> <ul style="list-style-type: none"> • What are the elements of an epic hero? • What are the traits of a myth? • Who are the Greek gods/goddesses? <p>Reading 1. Summary 2. Inference 3. Theme, symbolism, and motifs 4. Plot and conflict 5. Characterization</p> | <p>Mythology Reading</p> <ol style="list-style-type: none"> 1. Summarize passages 2. Make inferences 3. Identify theme, symbols, and motifs in a fictional piece of literature 4. Discuss plot, conflict, characters, and literary devices in a | <p>Mythology Reading LT1.I can independently comprehend literature. LT2.I can understand the visual elements and style of the author’s work. LT3.I can determine theme, author’s purpose, or main idea in a literary work. LT4.I can analyze how the literature is influenced by the culture, context, or era in which it was</p> | <p>Mythology Reading 9.4.1.1 9.4.2.2 9.4.3.3 9.4.4.4 9.4.6.6 9.4.7.7 9.7.3.3 9.7.10.10</p> | <p>Mythology Reading CFA=<i>Odyssey</i> quizzes CSA =Final <i>Odyssey</i> test Writing CFA= Journals CSA =Myth paper</p> | <p>Mythology Reading 1-3 Prentice Hall Literature: Language and Literacy, Minnesota Edition (Grade 9)-<i>The Odyssey</i> Writing Myth samples Sentence Correction PowerPoint</p> |

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| <p>6. Literary devices</p> | <p>large group setting</p> <p>Writing</p> <ol style="list-style-type: none"> 1. Incorporate elements of mythology in a piece of writing 2. Identify sentence structure, including phrases, clauses, and punctuation | <p>written.</p> <p>LT5.I can effectively communicate critical thinking through literary-based writings and discussions.</p> <p>LT6.I can evaluate the quality of literature (i.e. what makes a work a classic versus popular).</p> <p>Writing</p> <p>LT1.I can establish a purpose for a creative piece of writing.</p> <p>LT2.I can organize my writing into a beginning, middle, and conclusion.</p> <p>LT3I can improve my work by revising content and editing writing so it is free of punctuation, capitalization, and usage errors.</p> <p>LT4.I can extend the appeal of my work so it goes beyond</p> | | | |
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| | | <p>functional writing (basic execution of the assignment) and entertains, provokes thought, and/or connects with a variety of target audiences.</p> <p>a. I can use clear descriptions/imagery (five senses) in my writing.</p> <p>b. The purpose of writing is thought-provoking and entertaining.</p> | | | |
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| <p><u>Grammar Unit</u> UEQs:</p> <ul style="list-style-type: none"> • What are the eight parts of speech? • How is grammar correctly used in the English language? • How can agreement issues in grammar be fixed? • How can punctuation make writing clearer? <p>Grammar 1. Parts of Speech 2. Punctuation 3. Mechanics 4. Usage</p> | <p>Grammar</p> <ol style="list-style-type: none"> 1. Review eight parts of speech 2. Identify mechanics and punctuation rules of grammar. 3. Review, write, identify, and punctuate the four types of sentences. | <p>Grammar</p> <p>LT1. I can demonstrate command of usage of Standard English grammar when writing and speaking. LT2. I can determine or clarify the meaning of unknown and multiple-meaning words and phrases. LT3. I can demonstrate command of the conventions (punctuation) of Standard English grammar when writing and speaking.</p> | <p>Grammar 9.11.1.1 9.11.2.2</p> | <p>Grammar CFA =Grammar quizzes</p> <p>CSA=Grammar Post-Test</p> | <p>Grammar Grammar PowerPoint MLA Handbook Sentence Packet</p> |
| <p><u>Content Area Reading</u></p> <ol style="list-style-type: none"> 1. Summary 1. Inference 2. Author intent | <p><u>Content Area Reading</u></p> <ol style="list-style-type: none"> 1. Summarize passages 2. Make inferences | <p><u>Content Area Reading</u></p> <p>LT1. I can independently comprehend articles. LT2. I can understand the purpose of</p> | <p><u>Content Area Reading</u></p> <p>9.4.2.2 9.5.2.2 9.5.4.4 9.5.6.6</p> | <p><u>Content Area Reading</u> CFA=Content area reading article questions</p> <p>CSA=Content area reading article quiz</p> | <p><u>Content Area Reading</u> Class set of content area reading articles according to trimester</p> |

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| | <ol style="list-style-type: none">1. Organize details in passages2. Define author's intent in passages | an author's work. | 9.5.8.8 9.5.10.10 | | |
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