

English 9 A

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Content	Skills	Learning Targets	Standards	Assessment	Materials
<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 individual and society? 	<p>Speak</p> <p>Listening/Speaking</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. <p>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 	<p>Speak</p> <p>Listening/Speaking</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 of effective public speaking.</p>	<p>Speak</p> <p>Listening/Speaking</p> <p>9.5.9.9</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</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>Writing</p> <p>CFA=Six-Traits Practice Assignments</p> <p>CSA=Descriptive Essay</p>	<p>Speak</p> <p>Listening/Speaking</p> <p>Speech packet</p> <p>Speech notes</p> <p>Sample speeches</p> <p><i>Speak</i> by Laurie Halse Anderson</p> <p>Writing</p> <p>6 Traits of Writing handout</p> <p>MLA Handbook</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? <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 4. Plot and conflict 5. Characterization 6. Literary devices 7. Point of View <p>Writing</p> <p>Six Traits:</p> <ol style="list-style-type: none"> 1. Content/ideas 2. Organization 3. Sentence Fluency 	<p>literary devices in a large group setting</p> <p>Writing</p> <ol style="list-style-type: none"> 1. Demonstrate six traits of writing 2. Write an expository text 3. Edit / Revise an expository text 	<p>Reading</p> <p>LT 1. I can independently comprehend literature.</p> <p>LT 2. I can identify good characterization, point-of-view, theme, plot elements, symbolism, voice, foreshadowing, metaphor, simile, and other literary elements.</p> <p>LT 3. I can determine theme, author's purpose, or main idea in a literary work.</p> <p>LT 4. I can analyze how the literature is influenced by the culture, context, or era in which it was written.</p> <p>LT 5. I can identify types of conflict in a text.</p> <p>LT 6. I make connections from the text to everyday life.</p> <p>Writing</p> <p>LT1. I can formulate a</p>			
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<p>4. Voice 5. Word Choice 6. Conventions 7. Presentation</p>		<p>thesis statement that clearly communicates the focus of a longer work.</p> <p>LT2. I can support a thesis statement with specific evidence, examples, and/or details that show the reader my ideas.</p> <p>LT3. I can organize supporting details into paragraph structure with a definite introduction, body, and conclusion.</p> <p>LT4. I can enhance organization through the use of topic sentences, transitions, and concluding sentences.</p> <p>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 variety of target audiences.</p>			
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		<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>			
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Learning Targets					
Content	Skills	Standards	Assessment	Resources & Technology	
<p><u>Mythology</u> 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><u>Reading</u></p> <ol style="list-style-type: none"> 1. Summary 2. Inference 3. Theme, symbolism, and motifs 4. Plot and conflict 	<p><u>Mythology Reading</u></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 	<p><u>Mythology Reading</u></p> <p>LT1.I can independently comprehend literature.</p> <p>LT2.I can understand the visual elements and style of the author's work.</p> <p>LT3.I can determine theme, author's purpose, or main idea in a literary work.</p> <p>LT4.I can analyze how the literature is influenced by the culture, context, or</p>	<p><u>Mythology Reading</u></p> <p>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><u>Mythology Reading</u></p> <p>CFA=god/goddess quizzes CFA=<i>Odyssey</i> quizzes</p> <p>CSA =Final <i>Odyssey</i> test</p> <p><u>Writing</u></p> <p>CFA= Journals</p> <p>CSA =Myth paper</p>	<p><u>Mythology Reading</u></p> <p>1-3 Prentice Hall</p> <p>Literature: Language and Literacy, Minnesota Edition (Grade 9)-<i>The Odyssey</i></p> <p><u>Writing</u></p> <p>Myth samples</p> <p>Sentence Correction PowerPoint</p>

<p>5. Characterization 6. Literary devices</p>	<p>devices in a 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>era in which it was 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</p>			
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		<p>it goes beyond 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> 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>

	<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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