

High School - English 9

North Boone CUSD 200

UNITS (4/4 SELECTED)

- Unit 1: Quarter 1 - World's End
- Unit 2: Quarter 2 - To Kill a Mockingbird
- Unit 3: Quarter 3 - Journeys of Transformation
- Unit 4: Quarter 4 - Star-Crossed Romances

SUGGESTED DURATION

30 lessons
30 lessons
30 lessons
30 lessons

Unit 1: Quarter 1 - World's End

High School - English 9 - Last Updated on June 8, 2022

STANDARDS

Illinois Common Core - Grade 9-10 - English Language Arts

CCSS.ELA-Literacy.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-Literacy.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-Literacy.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-Literacy.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-Literacy.W.9-10.2

Unit 1: Quarter 1 - World's End

High School - English 9 - Last Updated on June 8, 2022

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

PRIORITY STANDARDS

CCSS.ELA.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

CCSS.ELA.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ATTACHMENTS

 9-12 ELA Priority Standard RL/RI 1

 9-12 ELA Priority Standard RL/RI 2

 9-12 ELA Priority Standard RL/RI 4

 9-12 ELA Priority Standard W1

Unit 1: Quarter 1 - World's End

High School - English 9 - Last Updated on June 8, 2022

DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Why do we try to imagine the future?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Academic Vocabulary:<ul style="list-style-type: none">◦ Theme◦ Textual evidence◦ Plot◦ Central idea◦ figurative meaning / connotative meaning◦ foreshadowing◦ Claim / thesis statement	<ul style="list-style-type: none">• Analyze theme and how it develops over the text• Analyze text structure• Analyze how characters develop over a text• Support analyses with textual evidence• Write a literary analysis<ul style="list-style-type: none">◦ develop a claim or thesis◦ analyze the use of literary elements in a text◦ support your claim / thesis with textual evidence

Unit 1: Quarter 1 - World's End

High School - English 9 - Last Updated on June 8, 2022

LEARNING PLAN

Learning Targets / Focusing Questions:

- Why do we enjoy watching/reading horror or suspenseful works?
- How do we differentiate between various points of view?
- How do we determine what kind of characters our story has?

Unit Resources:

- My Perspectives - Grade 9: Unit 6

Summary of Learning Activities:

- Short Stories:
 - The Veldt
 - Harrison Bergeron
 - The Lottery
 - There Will Come Soft Rains
 - By Waters of Babylon
- Elements of Literature
- Basics of Researching
- MLA Format and Works Cited
- Grammar: Parts of Speech
- Grammar: Types of phrases and sentences

Unit 2: Quarter 2 - To Kill a Mockingbird

High School - English 9 - Last Updated on June 8, 2022

STANDARDS

Illinois Common Core - Grade 9-10 - English Language Arts

CCSS.ELA-Literacy.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.W.9-10.2a

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.9-10.2b

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-Literacy.W.9-10.2c

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-Literacy.W.9-10.2d

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-Literacy.W.9-10.2e

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.9-10.2f

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-Literacy.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-Literacy.RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

Unit 2: Quarter 2 - To Kill a Mockingbird

High School - English 9 - Last Updated on June 8, 2022

technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-Literacy.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-Literacy.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-Literacy.RI.9-10.9

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

CCSS.ELA-Literacy.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-Literacy.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-Literacy.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit 2: Quarter 2 - To Kill a Mockingbird

High School - English 9 - Last Updated on June 8, 2022

CCSS.ELA-Literacy.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

PRIORITY STANDARDS

CCSS.ELA.RL/RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.

CCSS.ELA.RL9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

CCSS.ELA.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

ATTACHMENTS

 9-12 ELA Priority Standard RL/RI 2

 9-12 ELA Priority Standard RL/RI 4

 9-12 ELA Priority Standard RL/RI 1

Unit 2: Quarter 2 - To Kill a Mockingbird

High School - English 9 - Last Updated on June 8, 2022

DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• How can words inspire change?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Academic Vocabulary:<ul style="list-style-type: none">◦ author's purpose◦ theme◦ craft and structure◦ textual evidence◦ analysis	<ul style="list-style-type: none">• Explain how words have the power to provoke, calm, or inspire others• Analyze craft and structure of a text• Analyze theme and how it develops over the text• Analyze historical documents• Analyze how characters develop over a text• Determine and analyze an author's purpose / point of view• Support analyses with textual evidence• Write an analysis of a theme from To Kill a Mockingbird<ul style="list-style-type: none">◦ develop a claim or thesis◦ analyze a theme and how it develops over the course of the text◦ support your claim / thesis with textual evidence

Unit 2: Quarter 2 - To Kill a Mockingbird

High School - English 9 - Last Updated on June 8, 2022

LEARNING PLAN

Learning Targets / Focusing Questions:

- How do you see your family dynamic?
- What did you do during the summer months when there was no school?
- How is Scout and Jem's relationship similar to your sibling relationships?
- What is the family dynamic between Scout, Jem, and Atticus? Calpurnia?
- Is Boo Radley real or a ghost?
- What kind of character is Bob Ewell?
- Do you think Tom Robinson is innocent or guilty of his accused crime?

Unit Resources:

- My Perspectives - Grade 9: Unit 3
- Novel: *To Kill a Mockingbird*

Summary of Learning Activities:

- *To Kill a Mockingbird*
- FDR First Inaugural Address
- Excerpts from the Scottsboro Boys Trial
- MLK: "I Have a Dream" Speech or "Letters from Birmingham Jail"

Unit 3: Quarter 3 - Journeys of Transformation

High School - English 9 - Last Updated on June 8, 2022

STANDARDS

Illinois Common Core - Grade 9-10 - English Language Arts

CCSS.ELA-Literacy.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-Literacy.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-Literacy.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CCSS.ELA-Literacy.L.9-10.4b

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

CCSS.ELA-Literacy.L.9-10.5a

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

CCSS.ELA-Literacy.L.9-10.5b

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.1a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.9-10.1b

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Unit 3: Quarter 3 - Journeys of Transformation

High School - English 9 - Last Updated on June 8, 2022

CCSS.ELA-Literacy.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-Literacy.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

CCSS.ELA-Literacy.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit 3: Quarter 3 - Journeys of Transformation

High School - English 9 - Last Updated on June 8, 2022

PRIORITY STANDARDS

CCSS.ELA.RL/RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.

CCSS.ELA.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

CCSS.ELA.SL.9-1.1A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA.SL.9-10.1.B: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentatino of alternate views), clear goals and deadlines, and individual roles as needed.

ATTACHMENTS

 9-12 ELA Priority Standard SP&L 1

 9-12 ELA Priority Standard RL/RI 1

 9-12 ELA Priority Standard RL/RI 4

DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• What can we learn from a journey?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Elements of Greek Mythology and Greek Customs• Characteristics of the epic hero• Campbell's model of The Hero's Journey	<ul style="list-style-type: none">• Write an expository essay• Collaborate with peers to build on the ideas of others, develop consensus, and communicate.• Analyze complex characters• Analyze figurative language• Analyze craft and structure of the text• Analyze a specific point of view or cultural experience• Present a research project

Unit 3: Quarter 3 - Journeys of Transformation

High School - English 9 - Last Updated on June 8, 2022

LEARNING PLAN

Learning Targets / Focusing Questions:

- How do you define a hero?
- What is a hero's journey?
- Is there a difference between men and women when it comes to being faithful?
- How do Ancient Greek customs compared to today's customs?

Unit Resources:

- My Perspectives - Grade 9: Unit 5

Summary of Learning Activities:

- Poetry
- The Odyssey
- Research Project: Greece and Greek Mythology
- The expository essay

Unit 4: Quarter 4 - Star-Crossed Romances

High School - English 9 - Last Updated on June 8, 2022

STANDARDS

Illinois Common Core - Grade 9-10 - English Language Arts

CCSS.ELA-Literacy.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-Literacy.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-Literacy.L.9-10.4b

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

CCSS.ELA-Literacy.L.9-10.5a

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

CCSS.ELA-Literacy.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-Literacy.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with

Unit 4: Quarter 4 - Star-Crossed Romances

High School - English 9 - Last Updated on June 8, 2022

the Fall of Icarus).

CCSS.ELA-Literacy.RL.9-10.10

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.

CCSS.ELA-Literacy.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Unit 4: Quarter 4 - Star-Crossed Romances

High School - English 9 - Last Updated on June 8, 2022

PRIORITY STANDARDS

CCSS.ELA.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

CCSS.ELA.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ATTACHMENTS

 9-12 ELA Priority Standard W1

 9-12 ELA Priority Standard RL/RI 4

 9-12 ELA Priority Standard RL/RI 2

 9-12 ELA Priority Standard RL/RI 1

Unit 4: Quarter 4 - Star-Crossed Romances

High School - English 9 - Last Updated on June 8, 2022

DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Do we determine our own destinies?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Academic Vocabulary:<ul style="list-style-type: none">◦ argument◦ claim◦ evidence◦ sonnet◦ iambic pentameter◦ blank verse• Historical Context for Shakespeare• Shakespeare's Biography• Structure of the sonnet	<ul style="list-style-type: none">• Interpret figures of speech and figurative language• Analyze complex characters and the choices they make• Analyze how a theme develops over the course of a text• Analyze text structure and poetic devices• Write an argumentative essay

Unit 4: Quarter 4 - Star-Crossed Romances

High School - English 9 - Last Updated on June 8, 2022

LEARNING PLAN

Learning Targets / Focusing Questions:

- What would you do for your one true love?
- As teenagers, do you believe in soulmates?
- What is worth dying for?
- How does Shakespeare weave in the culture of his time period into the play?
- Do you believe in love at first sight?
- What is the difference between love vs. lust?

Unit Resources:

- My Perspectives - Grade 9: Unit 4

Summary of Learning Activities:

- *The Tragedy of Romeo and Juliet*
- "Daylight" by Maroon 5
- Prehistoric Romeo and Juliet article
- Teen Couple Executed for Daring to Love article
- Inside the Teenage Brain article
- The argumentative essay