

High School - Honors English 9

North Boone CUSD 200

UNITS (4/4 SELECTED)

SUGGESTED DURATION

 Unit 1: American Voices	<i>35 lessons</i>
 Unit 2: The Literature of Civil Rights	<i>35 lessons</i>
 Unit 3: Journeys of Transformation	<i>30 lessons</i>
 Unit 4: World's End	<i>30 lessons</i>

Unit 1: American Voices

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STANDARDS

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

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.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.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.9-10.4

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 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.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.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-Literacy.RI.9-10.5

Unit 1: American Voices

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Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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.

PRIORITY STANDARDS

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.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.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 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.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 1: American Voices

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
•	• What does it mean to be an American?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• the definition of Melting Pot• the contributions of immigrants to American society and culture throughout U.S. history• what it means to be "American"• the elements of narrative writing and nonfiction works• how each generation defines what it means to be "American"	<ul style="list-style-type: none">• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.• Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.• 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.

Unit 1: American Voices

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LEARNING PLAN

Learning Targets / Focusing Questions:

- What does it mean to be an American?
 - How does your generation define what it means to be an American today?
 - How do the realities of immigrants' experiences reflect or fail to reflect American ideals?
 - How is an American identity created?

Unit Resources:

- Savvas *MyPerspectives* - Grade 9

Summary of Learning Activities:

- "A Quilt of a Country"
- "The Immigrant Contribution"
- *American History*
- *Rules of the Game*
- "The Writing on the Wall"
- *With a Little Help From My Friends*
- "Morning Talk"
- "Immigrant Picnic"

Unit 2: The Literature of Civil Rights

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STANDARDS

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

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.9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-Literacy.RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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.

PRIORITY STANDARDS

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.

Unit 2: The Literature of Civil Rights

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
	<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">• that characters undergo a transformation due to events in their lives• that environment (or a change of) plays a major role in human development• the historical background of the United States between the years 1929-1965	<ul style="list-style-type: none">• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.• Identify narrative elements including point of view, the genre of autobiography, characterization, plot, narrator, setting, and cultural elements of history and society.

LEARNING PLAN

Learning Targets / Focusing Questions:

- How can words inspire change?
 - How did works by Maya Angelou and MLK Jr. (and similar writers), affect those who first heard them or read them?
 - Why do words and actions in some time periods produce meaningful change and in others do not?
 - How do words have the power to provoke, calm, or inspire?

Unit Resources:

- Savvas *MyPerspectives* - Grade 9

Summary of Learning Activities:

- "I Have a Dream"
- "Letters from Birmingham Jail"
- "For My People"
- "Lessons of MLK Jr."
- *I Know Why the Caged Bird Sings*

Unit 3: Journeys of Transformation

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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.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.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.9-10.4

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 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.9-10.6

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.RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

CCSS.ELA-Literacy.RI.9-10.3

Unit 3: Journeys of Transformation

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Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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.9-10.1c

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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.

Unit 3: Journeys of Transformation

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PRIORITY STANDARDS

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.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.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 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.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.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CCSS.ELA-Literacy.SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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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">• How to 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.• How to determine the meaning of words and phrases as they are used in the text based on context clues• Understand the historical context of Shakespeare• Understand Joseph Campbell's model of the hero's journey	<ul style="list-style-type: none">• Recognize qualities of sincerity and insincerity in relationships• Explore the idea of identity• Track the hero's journey throughout the course of a text• Define existentialism and summarize existential argument• Compose written responses to themes within Hamlet

LEARNING PLAN

Learning Targets / Focusing Questions:

- What can we learn from a journey?
 - How do personal strengths and weaknesses shape a journey
 - What different types of journeys are there and how can they transform someone?
 - When does the journey matter more than the destination?

Unit Resources:

- Savvas *MyPerspectives* - Grade 9

Summary of Learning Activities:

- Interview: from "The Hero's Journey"
- *Hamlet*, William Shakespeare
- The Road Not Taken, Robert Frost
- from *Wild*, Cheryl Strayed

Unit 4: World's End

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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.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.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.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.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.9-10.4

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.9-10.5

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.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

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point of view or purpose.

CCSS.ELA-Literacy.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

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.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCSS.ELA-Literacy.RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-Literacy.RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CCSS.ELA-Literacy.RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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PRIORITY STANDARDS

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.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.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.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.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.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Unit 4: World's End

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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">• Elements of a dystopian society and dystopian protagonist• how to identify themes and symbols within a text that represent larger meanings• identify ways people engage in social protest	<ul style="list-style-type: none">• Analyze how complex characters develop over the course of a text• Interpret the meaning of words used in the text• analyze characters• synthesize the plot with setting of the story• draw conclusions about reasons for actions/beliefs and support assertions• evaluate how literary elements (conflict, POV, and setting) are used to establish mood and culture

Unit 4: World's End

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LEARNING PLAN

Learning Targets / Focusing Questions:

- Why do we try to imagine the future?
 - At the end of the world, how do we begin anew?
 - What do stories about the future say about the present?
 - Which matters more - the present or the future?

Unit Resources:

- Savvas *MyPerspectives* - Grade 9

Summary of Learning Activities:

- *By the Waters of Babylon*
- *There Will Come Soft Rains*
- "The Veldt"
- "Harrison Bergeron"
- "Radiolab: War of the World" and "The Myth of the War of the Worlds"
- *Fahrenheit 451*