English 1 and English 1 Honors, 9th grade

The following curriculum map is based on the Common Core State Standards (CCSS), which are accessible on [www.corestandards.org](http://www.corestandards.org), and expectations from the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium Model Content Frameworks, which are accessible on [www.parcconline.org](http://www.parcconline.org).

Each quarter of instruction is based around an emphasis on either extended world literature or extended informational text. All of the other shorter texts, which are a combination of literary, informational, and U.S. historical documents for various quarters, should connect topically or thematically to the extended texts and be of sufficient text complexity for close, analytic reading. Honors classes will demand increased rigor and text complexity. During class discussion of what has been read, students should consistently be asked to find evidence from the text. This textual evidence should then be used in the students' writing, research, and presentations.

The writing that students do should relate to what has been read and discussed in the unit. Over the course of the year, the writing in English 1 should be 80 percent analytical (40 percent argument and 40 percent to inform/explain) and 20 percent narrative with a mix of routine, on-demand, and review-and-revision writing assignments. The rigor of expectations in these writings will increase in the English 1 Honors course.

When possible, research should connect to texts selected for close readings, requiring students to closely read and compare and synthesize ideas across multiple texts. Through a progression of research tasks, students are called on to present their findings in a variety of modes in informal and formal contexts appropriate to the ninth grade level (e.g., through oral presentations, argumentative or explanatory compositions, or multimedia products).

The study and application of vocabulary and grammar should take place within the context of what students read and write. Students should understand the use of proper diction and tone for formal and informal speaking occasions and the importance of proper word choice when using the spoken and written word.

The map also reflects the eight measurement topics as a support for grading. The topics are: Reading Literary Text, Reading Informational Text, Writing Types & Purposes, Research, Study & Apply Grammar, Study & Apply Vocabulary, Discussion & Collaboration, and Present Knowledge & Ideas. Standards on the map have been grouped under the appropriate measurement topics and some standards appear under more than one measurement topic. Assignments and assessments will naturally fall under multiple measurement topics; teachers will use professional judgment to assess learning across all of the standards and measurement topics over the course of each grading period.
## Essential Questions
1. How does world literature offer insight into the human condition and serve as a model for English 1 students’ own thinking and writing?
2. How does world literature enable English 1 students to gain a reservoir of literary and cultural knowledge?
3. How does research and technology enable students to show ability to gather and synthesize information and prove ability to apply information to thinking and writing?

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<td>• research • central question</td>
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<td><strong>Research</strong></td>
<td>LACC.910.W.3.7-8</td>
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<td>• demonstrate understanding of the subject under investigation</td>
<td>• analysis • synthesize • plagiarism</td>
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<td>LACC.910.W.3.9-9b</td>
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<td>• gather relevant information from print and digital sources, assessing the credibility and validity of each source</td>
<td>• paraphrase • textual evidence</td>
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<td>LACC.910.L.2.3a</td>
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<td>• use proper MLA format</td>
<td>• primary/secondary sources (incl. charts, graphs, etc.)</td>
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<td>LACC.910.SL.1.2</td>
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<td><strong>Study &amp; Apply Grammar</strong></td>
<td>LACC.910.L.1.1-1b</td>
<td></td>
<td>• recognize and learn appropriate grammatical conventions, mechanical usage, and structure</td>
<td>• phrases • clauses • figure of speech</td>
</tr>
<tr>
<td></td>
<td>LACC.910.L.1.2-2c</td>
<td></td>
<td>• demonstrate command of conventions of standard English grammar and usage when writing or speaking</td>
<td>• punctuation terms • context</td>
</tr>
</tbody>
</table>
| Study & Apply Vocabulary | LACC.910.L.3.4-4d  
LACC.910.L.3.5-5b  
LACC.910.L.3.6 | • clarify the meaning of unknown and multiple-meaning words and phrases  
• demonstrate understanding of figurative language, word relationships, and nuances in word meanings  
• acquire and accurately use general academic and domain-specific words and phrases for reading, writing, speaking, and listening  
• root - affix - etymology - denotation - connotation - domain specific words - nuance |
|--------------------|--------------------------------------------------|
| Discussion & Collaboration | LACC.910.SL.1.1-1d  
LACC.910.SL.1.3  
LACC.910.W.2.6 | • prepare and practice collaborative skills  
• participate in and contribute to a wide range of structured discussions groups, building on others’ ideas and opinions while persuasively expressing their own  
• evaluate, integrate, and synthesize information presented in a variety of different media and formats  
• listen to and evaluate a variety of speakers with diverse perspectives and respond thoughtfully to each  
• elaborate - integrate - justify - rhetoric - distorted evidence - fallacious reasoning - media |
| Present Knowledge & Ideas | LACC.910.L.2.3  
LACC.910.W.2.6  
LACC.910.SL.1.2  
LACC.910.SL.2.4-6 | • demonstrate understanding of subjects under investigation  
• gather relevant information from multiple sources  
• draw evidence from multiple literary or informational text to support analysis, reflection, and research  
• conduct and present short and sustained projects  |

► All reading, writing, and research should be topically and thematically related to the extended text.
# COMING OF AGE

## Reading Literary Text

**Short Story**
- 1.7 “Eleven”

**Novel excerpt**
- 1.3 “My Name” from *The House on Mango Street*
- 1.7 “Spotlight” from *Speak*

**Personal Narrative**
- 1.3 “Why Couldn’t I Have Been Named Ashley?”
- 1.10 “First Love”

**Poetry**
- 1.7 “Oranges”
- 1.9 “’Race’ Politics”

**Various texts for Independent reading**
- Novels, memoirs, short pieces*

*Note that EA #2 can be modified to have students independently read text of varying lengths. They may choose a piece from *Prentice Hall Literature, Gold Level* or from other sources suggested by the teacher.

## Reading Informational Text

**No single extended informational text is available with this unit of SB; expose students to additional informational text as it connects topically and thematically to other pieces already in the unit.**

**Nonfiction**
- 1.8- "Cut"

**Articles**
- 1.13 “Bethany On Looking Ahead”
- 1.16 “As If! Marketing to Older Teens”

**Memoir**
- 1.9 from *Always Running*

**Speeches (various)**
- 1.16 reference to America’s Top 100 Speeches [www.americanrhetoric.com](http://www.americanrhetoric.com)

## Writing Types & Purposes

**Routine Writing**
- 1.7-write a brief analysis of one author’s use of diction
- 1.8-write a brief analysis of on author’s use of voice
- SB-various SpringBoard quick writes and short answer responses
- Writers’ Notebook

**Analyses**
- Unit 1, EA #2 Creating an Ad Campaign for a Novel, Memoir, or shorter informational/literary text*

**Narrative**
- 1.14- narrative of the interview

## Research

**Unit 1 Embedded Assessment #1, Interview**

## Study & Apply Grammar

- 1.3 compound-complex sentences
- 1.4 quotations- direct and indirect
- 1.8 verbs and subjunctive mood
- 1.10 balanced, cumulative and periodic sentences
- 1.13 commas, appositive phrase, participial phrase
- 1.17 sentence types and syntax

## Study & Apply Vocabulary

- 1.3 voice and tone
- 1.7 simile and hyperbole
- 1.8 analogies
- 1.18 rhetoric, rhetorical appeals, pathos, ethos, logos
- cover additional vocabulary in SB as it appears

## Discussion & Collaboration

- 1.3-diction
- 1.4-“I’d Like to Introduce”
- 1.7-defining moment
- 1.8- discussion about “Cut”
- 1.9-which is more powerful?
- 1.17-examine ad

## Present Knowledge & Ideas

- 1.3, 1.8, 1.9, 1.12, 1.13, 1.15, 1.17, 1.18, and 1.19 all require students to report information gathered from the text
### Essential Questions

1. How does informational text offer insight into the human condition and serve as a model for English 1 students’ own thinking and writing?
2. How does informational text enable English 1 students to gain a reservoir of literary and cultural knowledge, references, and images?
3. How does informational text enable English 1 students to evaluate intricate arguments?
4. How does research and technology enable students to show ability to gather and synthesize information and prove ability to apply information to thinking and writing?

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<td>• 1-2 short U.S. historical documents</td>
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<td>• summarize</td>
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<td>• -paraphrase</td>
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<td>• -structure</td>
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### Research

- conduct research based on focus questions
- demonstrate understanding of the subject under investigation
- gather relevant information from print and digital sources, assessing the credibility and validity of each source
- use proper MLA format
- research
- -central question
- -analysis
- -synthesize
- -plagiarism
- -paraphrase
- -textual evidence
- primary/secondary sources (incl. charts, graphs, etc.)

### Study & Apply Grammar

- recognize and learn appropriate grammatical conventions, mechanical usage, and structure
- demonstrate command of conventions of standard English grammar and usage when writing or speaking
- demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing
- phrases
- -clauses
- -figure of speech
- -punctuation terms
- -context
| Study & Apply Vocabulary | LACC.910.L.3.4-4d  
LACC.910.L.3.5-5b  
LACC.910.L.3.6 | • clarify the meaning of unknown and multiple-meaning words and phrases  
• demonstrate understanding of figurative language, word relationships, and nuances in word meanings  
• acquire and accurately use general academic and domain-specific words and phrases for reading, writing, speaking, and listening  
• root  
• affix  
• etymology  
• denotation  
• connotation  
• domain specific words  
• nuance |
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| Discussion & Collaboration | LACC.910.SL.1.1-1d  
LACC.910.SL.1.3  
LACC.910.W.2.6 | • prepare and practice collaborative skills  
• participate in and contribute to a wide range of structured discussions groups, building on others’ ideas and opinions while persuasively expressing their own  
• evaluate, integrate, and synthesize information presented in a variety of different media and formats  
• listen to and evaluate a variety of speakers with diverse perspectives and respond thoughtfully to each  
• elaborate  
• integrate  
• justify  
• rhetoric  
• distorted evidence  
• fallacious reasoning  
• media |
| Present Knowledge & Ideas | LACC.910.L.2.3  
LACC.910.W.2.6  
LACC.910.SL.1.2  
LACC.910.SL.2.4-6 | • demonstrate understanding of subjects under investigation  
• gather relevant information from multiple sources  
• draw evidence from multiple literary or informational text to support analysis, reflection, and research  
• conduct and present short and sustained projects |

► All reading, writing, and research should be topically and thematically related to the extended text.
Poems
2.3-“Poison Tree”

Short Stories and Excerpts
2.5 “The Cask of Amontillado”
2.10 “The Stolen Party”
2.14 “Marigolds”
2.19-excerpt from Charlie and the Chocolate Factory

Film as Text
2.19 film clip from Tim Burton’s Charlie and the Chocolate Factory
2.21 – EA #2 film clips from Tim Burton’s Edward Scissorhands (used if time permits)

Informational Reading
2.4 Catacombs and Carnival

Article
2.18-“Hollywood Outsider Tim Burton”

Routine Writing
2.1-reflection about cinematic choices
2.2-response about revenge
2.17 Film 101
2.18-summarize
Writers’ Notebooks

Analyses*
2.5-analyze characters
2.6-short story diagram
2.7-irony analysis
2.12-point of view
2.13-short story diagram
2.14-SIFT analysis

*Activity 2.15 and EA #1 are removed. As an assessment of the earlier work in the unit, students should write a multi-paragraph analysis of internal/external conflict in SB included readings citing textual evidence as support. Teachers will score this analysis using the 10th grade FCAT 2.0 Writing Rubric.

*After activity 2.19, Activities 2.20 – EA #2 are removed. As a final writing for this unit, have students complete a multi-paragraph essay comparing and contrasting the mood and tone in the written and film versions of Charlie and the Chocolate Factory. Activity 2.21 – EA #2 can be taught as time permits.

Narrative
2.5-creative story about revenge
2.10-narrative connected to literature

Research
2.18 Film in Context: An Authorial Study, page 151

Study & Apply Grammar
2.5-parts of speech
2.10-sentence structure

Study & Apply Vocabulary
2.4-vocabulary and word study
2.5-multiple meanings, prefix/suffix, roots
2.18 theme
2.19 mood and tone
Internal and external conflict

Discussion & Collaboration
2.5-amontillado
2.9-interviews
2.10-stolen party
2.12-point of view
2.14-SIFT

Present Knowledge & Ideas
2.2-eye for an eye
2.4-catacombs
2.5-amontillado
2.7-irony
2.12-point of view
2.18-report out of research
## Essential Questions
1. How does world literature offer insight into the human condition and serve as a model for English 1 students’ own thinking and writing?
2. How does world literature enable English 1 students to gain a reservoir of literary and cultural knowledge?
3. How does research and technology enable students to show ability to gather and synthesize information and prove ability to apply information to thinking and writing?

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<td>● 2-3 short world literary texts</td>
<td>LACC.910.RL.3.9</td>
<td></td>
<td>• inference</td>
<td>-comparison and contrast essay</td>
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<td>LACC.910.RL.4.10</td>
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<td>• explicit</td>
<td>-autobiography</td>
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<td>Students will read:</td>
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<td>• denotative dialogue</td>
<td>-dialectic</td>
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<td>● 1-2 short informational texts</td>
<td>LACC.910.RI.3.7-9</td>
<td>• demonstrate understanding of literary texts</td>
<td>• quote</td>
<td>-ethos, logos, pathos</td>
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<td></td>
<td>LACC.910.RI.4.10</td>
<td>• cite strong and thorough textual evidence to support analysis</td>
<td>• summarize</td>
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<td>• abstract language</td>
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<td>• chronological order</td>
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<td>• classification and division</td>
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<td>• comparison and contrast essay</td>
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<td>• autobiography</td>
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<td>• exemplification</td>
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<td>• extended metaphor</td>
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<td>• memoir</td>
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<td>• satire</td>
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<td>• objective factual essay</td>
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<td>• repetition</td>
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<tr>
<td><strong>Writing Types &amp; Purposes</strong></td>
<td>LACC.910.L.2.3a</td>
<td>• pre-write</td>
<td>• research</td>
<td>• central question</td>
</tr>
<tr>
<td>Students will write:</td>
<td>LACC.910.W.1.1-1e</td>
<td>• edit for conventions</td>
<td>• analysis</td>
<td>• plagiarism</td>
</tr>
<tr>
<td>● routinely to develop &amp; convey understanding</td>
<td>LACC.910.W.1.2-2f</td>
<td>• develop and convey understanding by writing texts</td>
<td>• synthesize</td>
<td>-paraphrase</td>
</tr>
<tr>
<td>● 1-2 analyses focused on argument</td>
<td>LACC.910.W.1.3-3e</td>
<td>• produce clear and coherent writing texts</td>
<td>• primary/secondary sources (incl. charts, graphs, etc.)</td>
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<tr>
<td>● 3-5 analyses to inform &amp; explain</td>
<td>LACC.910.W.2.4-6</td>
<td>• develop and strengthen writing texts</td>
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<tr>
<td>● a narrative to convey experiences</td>
<td>LACC.910.W.4.10</td>
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<tr>
<td><strong>Research</strong></td>
<td>LACC.910.W.3.7-8</td>
<td>• conduct research based on focus questions</td>
<td>• research</td>
<td></td>
</tr>
<tr>
<td>LACC.910.W.3.9-9b</td>
<td>• demonstrate understanding of the subject under investigation</td>
<td>• -central question</td>
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<tr>
<td>LACC.910.L.2.3a</td>
<td>• gather relevant information from print and digital sources, assessing the credibility and validity of each source</td>
<td>• -analysis</td>
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<tr>
<td>LACC.910.SL.1.2</td>
<td>• use proper MLA format</td>
<td>• -synthesize</td>
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<tr>
<td><strong>Study &amp; Apply Grammar</strong></td>
<td>LACC.910.L.1.1-1b</td>
<td>• recognize and learn appropriate grammatical conventions, mechanical usage, and structure</td>
<td>• -plagiarism</td>
<td></td>
</tr>
<tr>
<td>LACC.910.L.1.2-2c</td>
<td>• demonstrate command of conventions of standard English grammar and usage when writing or speaking</td>
<td>• -paraphrase</td>
<td></td>
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<tr>
<td></td>
<td>• demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing</td>
<td>• -textual evidence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Study & Apply Vocabulary | LACC.910.L.3.4-4d LACC.910.L.3.5-5b LACC.910.L.3.6 | • clarify the meaning of unknown and multiple-meaning words and phrases  
• demonstrate understanding of figurative language, word relationships, and nuances in word meanings  
• acquire and accurately use general academic and domain-specific words and phrases for reading, writing, speaking, and listening | -root -affix -etymology -denotation -connotation -domain specific words -nuance |
| --- | --- | --- | --- |
| Discussion & Collaboration | LACC.910.SL.1.1-1d LACC.910.SL.1.3 LACC.910.W.2.6 | • prepare and practice collaborative skills  
• participate in and contribute to a wide range of structured discussions groups, building on others’ ideas and opinions while persuasively expressing their own  
• evaluate, integrate, and synthesize information presented in a variety of different media and formats  
• listen to and evaluate a variety of speakers with diverse perspectives and respond thoughtfully to each | -elaborate -integrate -justify -rhetoric -distorted evidence -fallacious reasoning -media |
| Present Knowledge & Ideas | LACC.910.L.2.3 LACC.910.W.2.6 LACC.910.SL.1.2 LACC.910.SL.2.4-6 | • demonstrate understanding of subjects under investigation  
• gather relevant information from multiple sources  
• draw evidence from multiple literary or informational text to support analysis, reflection, and research  
• conduct and present short and sustained projects | |
-Quarter Three-
DRAMA AND REAL LIFE

Reading Literary Text

Extended Text
Romeo and Juliet by William Shakespeare

Poetry
4.2 “We Wear the Mask”
4.4 sonnet: prologue from The Tragedy of Romeo and Juliet

Excerpt to mark the text
4.22 excerpt from Romeo and Juliet

Reading Informational Text

Informational Text
Teachers should choose additional short informational texts that relate topically and thematically to Romeo and Juliet. Library databases like ProQuest are excellent resources for finding informational text.

Film as Text
Multiple film clips for different interpretations of Romeo and Juliet

Writing Types & Purposes

Routine Writing
4.3-who’s who in Verona
4.4-prologue
4.5-dutiful daughter
4.6-timeline
4.7-invited
4.8-balcony
4.9-acting
4.10-emotional
4.11-I Pray You
4.12-foiled
4.13-plague
4.14-thee joyful tidings

Analyses
4.8-film
4.9-persuasive
4.12-balcony
4.15-film interpret
4.23-art
4.24-I Defy You Stars

Research
Have students find a topic related to themes and situations in Romeo and Juliet which is interesting to them and present a mini-report to their classmates. Topics might include: teen marriage, arranged marriage, time period, thematic, suicide, family feuds.

Study & Apply Grammar
-study and apply grammar as it appears in unit 4

Study & Apply Vocabulary
-study and apply academic vocabulary as it appears in unit 4

Discussion & Collaboration
4.4-sonnet
4.5-poetry
4.6-timeline
4.7-invited
4.8-film
4.9-prompt
4.10-dramaturge
4.12-balcony
4.15-short
4.16-acting

Present Knowledge & Ideas
4.2-monologue
4.3-prologue
4.4-sonnet
4.5-poetry
4.6-timeline
4.7-invited
4.8-film
4.9-prompt
4.10-dramaturge
4.12-film
4.16-acting

Note: Activities 4.27 – EA #2 have been removed from this unit.

4.26 – Some Shall Be Punished... This timed writing becomes the assessment for the unit. A rubric is included in SB. EA #1, performing a scene, is to be completed if time permits.
# Essential Questions

1. How does informational text offer insight into the human condition and serve as a model for English 1 students' own thinking and writing?
2. How does informational text enable English 1 students to gain a reservoir of literary and cultural knowledge, references, and images?
3. How does informational text enable English 1 students to evaluate intricate arguments?
4. How does research and technology enable students to show ability to gather and synthesize information and prove ability to apply information to thinking and writing?

<table>
<thead>
<tr>
<th>MEASUREMENT TOPICS</th>
<th>STANDARDS</th>
<th>Students Will...</th>
<th>LEARNING TARGETS/SKILLS</th>
<th>ACADEMIC LANGUAGE</th>
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</thead>
<tbody>
<tr>
<td><strong>Reading Literary Text</strong></td>
<td>LACC.9.10.RL.1-3</td>
<td>analyze literary texts</td>
<td>-textual evidence -text structure</td>
<td>-abstract language -chronological order</td>
</tr>
<tr>
<td>Students will read:</td>
<td>LACC.9.10.RL.2-4</td>
<td>determine central idea of texts</td>
<td>-analysis -comparison and contrast essay</td>
<td>-classification and division</td>
</tr>
<tr>
<td>• 2-3 short world literary texts</td>
<td>LACC.9.10.RL.3-7</td>
<td>demonstrate understanding of literary texts</td>
<td>-autobiography -exemplification</td>
<td>-comparison and contrast essay</td>
</tr>
<tr>
<td></td>
<td>LACC.9.10.RL.4.10</td>
<td>analyze how an author’s ideas or claims are developed and refined</td>
<td>-essay -extended metaphor</td>
<td>-classification and division</td>
</tr>
<tr>
<td><strong>Reading Informational Text</strong></td>
<td>LACC.9.10.RL.1-3</td>
<td>analyze informational texts</td>
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<tr>
<td>• an informational extended text</td>
<td>LACC.9.10.RL.3-7</td>
<td>demonstrate understanding of literary texts</td>
<td>-autobiography -exemplification</td>
<td>-classification and division</td>
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<tr>
<td>• 1-2 short U.S. historical documents</td>
<td>LACC.9.10.RL.4.10</td>
<td>cite strong and thorough textual evidence to support analysis</td>
<td>-essay -extended metaphor</td>
<td>-comparison and contrast essay</td>
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<tr>
<td></td>
<td></td>
<td>analyze how an author’s ideas or claims are developed and refined</td>
<td>-theft -point of view</td>
<td>-classification and division</td>
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<tr>
<td><strong>Writing Types &amp; Purposes</strong></td>
<td>LACC.9.10.L.2-3a</td>
<td>pre-write</td>
<td>-pre-write strategies -connotative</td>
<td>-comparison and contrast essay</td>
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<td>Students will write:</td>
<td>LACC.9.10.W.1.1-1e</td>
<td>edit for conventions</td>
<td>-denotative -dialogue -dialect</td>
<td>-classification and division</td>
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<td>• routinely to develop &amp; convey understanding</td>
<td>LACC.9.10.W.1.2-2f</td>
<td>develop and convey understanding by writing texts</td>
<td>-quote -ethos, logos, pathos</td>
<td>-classification and division</td>
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<tr>
<td>• 3-5 analyses focused on argument</td>
<td>LACC.9.10.W.1.3-3e</td>
<td>produce clear and coherent writing texts</td>
<td>-summarize -paraphrase</td>
<td>-classification and division</td>
</tr>
<tr>
<td>• 1-2 analyses to inform &amp; explain</td>
<td>LACC.9.10.W.2-4</td>
<td>develop and strengthen writing texts</td>
<td>-personification</td>
<td>-classification and division</td>
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<td>• a narrative to convey experiences</td>
<td>LACC.9.10.W.4.10</td>
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<td><strong>Research</strong></td>
<td>LACC.9.10.W.3-7-8</td>
<td>conduct research based on focus questions</td>
<td>-research -central question</td>
<td>-comparison and contrast essay</td>
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<tr>
<td>Students will read:</td>
<td>LACC.9.10.W.3-9-9b</td>
<td>demonstrate understanding of the subject under investigation</td>
<td>-analysis -synthesize -plagiarism</td>
<td>-comparison and contrast essay</td>
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<td>• LACC.9.10.L.2-3a</td>
<td>gather relevant information from print and digital sources, assessing the credibility and validity of each source</td>
<td>-paraphrase -textual evidence</td>
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<td>use proper MLA format</td>
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<td>LACC.9.10.L.1.1-1b</td>
<td>recognize and learn appropriate grammatical conventions, mechanical usage, and structure</td>
<td>-phrases -clauses -figure of speech</td>
<td>-comparison and contrast essay</td>
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<td>Students will read:</td>
<td>LACC.9.10.L.1.2-2c</td>
<td>demonstrate command of conventions of standard English grammar and usage when writing or speaking</td>
<td>-punctuation terms -figure of speech</td>
<td>-comparison and contrast essay</td>
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<td></td>
<td>demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing</td>
<td>-context</td>
<td>-comparison and contrast essay</td>
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| Discussion & Collaboration | LACC.910.SL.1.1-1d LACC.910.SL.1.3 LACC.910.W.2.6 | • prepare and practice collaborative skills  
• participate in and contribute to a wide range of structured discussions groups, building on others’ ideas and opinions while persuasively expressing their own  
• evaluate, integrate, and synthesize information presented in a variety of different media and formats  
• listen to and evaluate a variety of speakers with diverse perspectives and respond thoughtfully to each  
• elaborate - integrate - justify - rhetoric - distorted evidence - fallacious reasoning - media |
| Present Knowledge & Ideas | LACC.910.L.2.3 LACC.910.W.2.6 LACC.910.SL.1.2 LACC.910.SL.2.4-6 | • demonstrate understanding of subjects under investigation  
• gather relevant information from multiple sources  
• draw evidence from multiple literary or informational text to support analysis, reflection, and research  
• conduct and present short and sustained projects |

▶ All reading, writing, and research should be topically and thematically related to the extended text.
English 1, 9th Grade
SPRINGBOARD, Level 4

Quarter Four
COMING OF AGE AMIDST CONTROVERSY

Extended Literary Text
To Kill a Mockingbird by Harper Lee

Informational Text
5.5- “Jim Crow: Shorthand for Separation”
“Jim Crow Laws, Created by the Interpretive Staff of the Martin Luther King Jr. National Historic Site”

- article about Harper Lee -
http://americanhistory.abc-clio.com/

Short Literature
Teachers may choose additional short pieces of literature that relate topically and thematically to TKMB.

Film or Photography as Text
5.3 Southern life during the 1930’s
5.10 film clips from To Kill a Mockingbird

Routine Writing
5.4 context
5.8-audience
5.10-film
5.12-connections
5.14-inferences
5.16-questioning
5.20-changing the scene

Analyses
5.11-setting
5.21-film/print
5.22-Atticus’ argument amidst controversy
5.23-verdict
5.24-ladies
5.25-insights
5.27-Scout & Boo
EA #2-analyze passage
Unit 5 reflection

Narrative
5.13-predictions
EA #1-investigation essay

Research
EA #1 Historical Investigation and Presentation
- 5.6-prepare for research - 5.7-resources

Study & Apply Grammar
5.18-quotes
5.22-parallel structure

Study & Apply Vocabulary
5.10-flashback
5.11-setting
5.13-predictions
5.14-inferences
5.15-motif
5.18-conceal
5.19-foreshadowing
5.20-static/dynamic

Discussion & Collaboration
5.2-opinions
5.11-settings
5.3-media
5.8-audience
5.15-motif
5.16-questioning

Present Knowledge & Ideas
5.8-audience
EA #1-historical presentation
5.10-media
5.11-setting
5.23-reflection
5.27-Scout and Boo