

Course Name: Grade 9 English I**Course#: H1101-Accelerated; #H1102-Academic****Grade: 9****Level: 0****Semester: 5x****Credits: 5****Course Description:**

English I exposes students to a variety of literary genres for interpretation, analysis, and interest. Extensive reading and class discussion provide the motivation for frequent expository, narrative, and persuasive writing assignments. Vocabulary and grammar, integrated within reading and writing, serve to extend student communication skills. Students will research literature-based topics using MLA for formal research. Literature topics are derived from examination of short stories, novels, a Shakespearean play, a Greek epic, poetry, and non-fiction. Students will read a variety of classic literary pieces as well as contemporary stories, poems, and dramas. Emphasis is placed on the philosophical and historical foundations of literature as well as the literary elements found in each individual piece. Students are expected to read independently beyond the titles studied in class to extend and compare/contrast works by genres, themes, and/or authors. Summer reading is a pre-requisite for this course.

Course Proficiencies: The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement.

The learner will demonstrate the ability to:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (NJSL SRL.9-10.1; NJSL SRI.9-10.1)
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. (NJSL SRL.9-10.2; NJSL SRI.9-10.2)
3. Analyze how complex characters or a series of events (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. (NJSL SRL.9-10.3; NJSL SRI.9-10.3)
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. (NJSL SRL.9-10.4; NJSL SRI.9-10.4)
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. (NJSL SRL.9-10.5)
6. 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). (NJSL SRI.9-10.5)
7. 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. (NJSL SRL.9-10.6)
8. 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. (NJLSRI.9-10.6)
9. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (NJLSRL.9-10.7; NJLSRI.9-10.7)
 10. 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. (NJLSRI.9-10.8)
 11. Analyze how an author draws on and transforms source material in a specific work, especially in seminal historical documents (NJLSRL.9-10.9; NJLSRI.9-10.9)
 12. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (NJLSW.9-10.1)
 13. 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 (NJLSW.9-10.2)
 14. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (NJLSW.9-10.4)
 15. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (NJLSW.9-10.5)
 16. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (NJLSW.9-10.6)
 17. 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. (NJLSW.9-10.7)
 18. 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. (NJLSW.9-10.8)
 19. Draw evidence from literary or informational texts to support analysis, reflection, and research. (NJLSW.9-10.9)
 20. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners building on others' ideas and expressing their own clearly and persuasively. (NJLSSL.9-10.1)
 21. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (NJLSSL.9-10.2)
 22. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (NJLSSL.9-10.3)
 23. 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. (NJLSSL.9-10.4)
 24. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive

- elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (NJSLSSL.9-10.5)
25. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (NJSLSSL.9-10.6)
 26. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (NJSLSL.9-10.1)
 - a. Use parallel structure.
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
 27. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (NJSLSL.9-10.2)
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.
 28. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (NJSLSL.9-10.3)
 29. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (NJSLSL.9-10.4)
 30. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (NJSLSL.9-10.5)
 31. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (NJSLSL.9-10.6)
 32. Review career goals and determine steps necessary for attainment. (NJSL. 9.2.12.C.1)
 33. Identify transferable career skills and design alternate career plans. (NJSL.9.2.12.C.3)
 34. Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. (NJSL.T.8.1)
 35. Develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. (NJSL.T.8.2)

Assessments:

The evaluation of student achievement in this class is based on the following:

- Tests/quizzes
- Open-ended responses and essays
- Individual and group projects
- Multimedia presentations

- Classroom discussions

Board Adopted Materials:

Title: *Elements of Literature*
Editor: Daniel, K. *et al.*
Publisher: Holt/Rinehart and Winston
Copyright: 2000

Title: *Vocabulary Workshop*_(Level D)
Author: Shostak, Jerome
Publisher: Sadlier-Oxford
Copyright: 2002