

9th Grade English 1A Course Curriculum-Updated 2014

Core Standards

Reading For Information

Key Ideas and Details

RI-1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain.

RI-2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI-3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI-4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term

Possible Materials and Resources

- Included are sources determined by the teacher from internet, youtube, open source materials, text books, web sites or any materials that can be beneficial to teach the content standards-this is not an exhaustive list.

"The Washwoman"-Lit book

"Carry Your Own Skis"-Lit book

"The Talk"-Lit book

Between Shades of Gray-Nonfiction book

Bomb: The Race to Build-and Steal-the World's Most Dangerous Weapon By Steve Sheinkin

"The News"-Lit book

"Silent Spring"-Lit book

"I Have a Dream"-Lit book

Between Shades of Gray-Nonfiction book

Bomb: The Race to Build-and Steal-the World's Most Dangerous Weapon By Steve Sheinkin

"On Summer"-Lit book

"Uncle Marcos"-Lit book

"Libraries Face a Sad Chapter"-Lit book

Between Shades of Gray-Nonfiction book

Bomb: The Race to Build-and Steal-the World's Most Dangerous Weapon By Steve Sheinkin

"A Celebration of Grandfathers"-Lit book

"My English"-Lit book

"Before Hip Hop was Hip Hop"-Lit book

Between Shades of Gray-Nonfiction book

Bomb: The Race to Build-and Steal-the World's Most Dangerous Weapon By Steve Sheinkin

9th Grade English 1A Course Curriculum-Updated 2014

<p>or terms over the course of a text (e.g. how Madison defines faction in Federalist No. 10).</p> <p>RI5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging</p> <p>RI-6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p><u>Integration of Knowledge and Ideas</u></p> <p>RI-7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI-8 Delineate and evaluate the reasoning in seminal U. S. texts, including the application of constitutional principles and use of legal reasoning(e.g., in U. S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>RI-9 Analyze seventeenth-,eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second inaugural Address) for themes, purposes, and rhetorical features.</p>	<p>Sheinkin</p> <p>“First Inaugural Address”-Lit book “There is a Longing”-Lit book “Glory and Hope”-Lit book <i>Between Shades of Gray</i>-Nonfiction book <i>Bomb: The Race to Build-and Steal-the World’s Most Dangerous Weapon</i> By Steve Sheinkin</p> <p>“The Giant’s House”-Lit book “Desiderata”-Lit book “New Directions”-Lit book <i>Between Shades of Gray</i>-Nonfiction book <i>Bomb: The Race to Build-and Steal-the World’s Most Dangerous Weapon</i> By Steve Sheinkin</p> <p>From “A White House Diary”-Lit book Online source-JFK library (Death of a President) www.ifklibrary.com Youtube source-Walter Cronkite’s announcement of the death of JFK</p> <p>Online source- idebate.org for famous debates on many topics (100 top debates) Online source- http://writingcenter.unc.edu/handouts/fallacies/</p> <p>“First Inaugural Address”-Lit book Online source-Lincoln 1865 Inaugural address http://www.bartleby.com/124/press32.html</p>
---	--

9th Grade English 1A Course Curriculum-Updated 2014

Range of Reading and Level of Text Complexity:

RI-10

By the end of grade 11, read and comprehend literacy nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Language

L3

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.

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading

L6

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.

Independent student practice overseen by the teacher across the curriculum through texts required as well as readings through student choice. Assigned student nonfiction autobiographies, biographies, memoirs, and informational texts on many topics are possible choices. Students will demonstrate acquired knowledge through presentations or book reports to be determined by individual teachers.

Writer's Inc. and Writing and Grammar Prentice Hall
Online Source: Purdue OWL-MLA Formatting and Style Guide
<https://owl.english.purdue.edu/owl/resource/747/01/>
Online Source: easybib.com
Online Source: citationmachine.net
MLA Style Guide

Writer's Inc. and Writing and Grammar Prentice
Vocabulary for Achievement

9th Grade English 1A Course Curriculum-Updated 2014

Writing

W-1

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

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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

Provide a concluding statement or section that follows from and supports the argument presented.

W2

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.

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions;

Grammar and Writing Prentice Hall
Writer's Inc.

Jeffrey Wilhelm Texts

Online source- idebate.org for famous debates on many topics (100 top debates)

Online source- <http://writingcenter.unc.edu/handouts/fallacies/>

Online Source: Purdue OWL-MLA Formatting and Style Guide

<https://owl.english.purdue.edu/owl/resource/747/01/>

Online Source: easybib.com

Online Source: citationmachine.net

MLA Style Guide

Grammar and Writing Prentice Hall
Writer's Inc.

Jeffrey Wilhelm Texts

Online source- idebate.org for famous debates on many topics (100 top debates)

Online source- <http://writingcenter.unc.edu/handouts/fallacies/>

Better Steps to Writing

AP Writing Workbook

Online Source: Purdue OWL-MLA Formatting and Style Guide

<https://owl.english.purdue.edu/owl/resource/747/01/>

Online Source: easybib.com

9th Grade English 1A Course Curriculum-Updated 2014

include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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.

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

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

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

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).

W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Online Source: citationmachine.net
MLA Style Guide

Grammar and Writing Prentice Hall
Writer's Inc.
Jeffrey Wilhelm Texts
Online source- idebate.org for famous debates on many topics (100 top debates)
Online source- <http://writingcenter.unc.edu/handouts/fallacies/>
Better Steps to Writing
AP Writing Workbook
Online Source: Purdue OWL-MLA Formatting and Style Guide
<https://owl.english.purdue.edu/owl/resource/747/01/>
Online Source: easybib.com
Online Source: citationmachine.net
MLA Style Guide