

English I Language Arts (9th grade)
Year at a Glance

	Course Description	Family Resources
English II Language Arts(9 th Grade) Language Arts Course Description to be covered over 4 quarters	<p>The purpose of this course is to provide grade 9 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn• analysis of literature and informational texts from varied literary periods to examine:<ul style="list-style-type: none">○ text craft and structure○ elements of literature○ arguments and claims supported by textual evidence○ power and impact of language○ influence of history, culture, and setting on language○ personal critical and aesthetic response• writing for varied purposes<ul style="list-style-type: none">○ developing and supporting argumentative claims○ crafting coherent, supported informative/expository texts○ responding to literature for personal and analytical purposes○ writing narratives to develop real or imagined events○ writing to sources using text- based evidence and reasoning○ writing to sources using text- based evidence and reasoning• effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions• collaboration amongst peers <p><i>*Unlike most other subjects, the English Language Arts standards are not taught in sequential order. This means that standards spiral in and out of each lesson and will be repeated throughout the year depending on the theme, task, and text.</i></p>	<p><u>Language Arts Florida Standards Grade 9-10</u></p> <p><u>ELA Throughout the Day</u></p> <p><u>Coming Prepared to Discuss</u></p> <p><u>What Is Text Based Talk?</u></p> <p><i>Please note that short and extended informational and argumentative writing tasks will be embedded into reading responses to support students as they progress towards the FSA Writing Assessment.</i></p>

	Key Standards Covered	Examples of Resources
<p>Quarter 1 Aug 10 – Oct 16</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Cite textual evidence to support analysis of as well as inferences drawn from the text. LAFS.910.RI.1.1 • Determine the meaning of words/phrases as they are used in the text, including analysis of the impact of specific word choices on meaning and tone. LAFS.910.RI.2.4 • Analyze how an author’s choices concerning structure, order of events, and time manipulation create mystery, tensions, or surprise. LAFS.910.RL.2.5 LAFS.910.RI.2.5 • Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States. LAFS.910.RL.2.5 LAFS.910.RI.2.6 • Analyze the representation of a subject or key idea in two different artistic mediums, including what is emphasized or absent in each treatment. LAFS.910.RL.3.7 • Analyze how an author draws on and transforms source material in a specific work. LAFS.910.RL.3.9 • Determine central idea of a text and analyze its development over the course of the text. LAFS.910.RI.1.2 LAFS.910.RL.1.2 • Determine 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. LAFS.910.RI.2.6 	<p>Anchor Texts*</p> <p>Unit 1 theme – “A Matter of Life or Death” Anchor Collections Literature book.</p> <p>Possible Texts: “The Most Dangerous Game” by Richard Connell</p> <p>Excerpt from “Night” by Elie Wiesel- Pg. 307</p> <p>“The End and the Beginning” by Wislawa Szymborska – Pg. 351</p> <p>Reading/ Writing Support</p> <p>Principles of Composition (Help for students with writing: includes materials that will help students write in different formats)</p> <p>Sample Writing Task: Based on anchor texts, argue (short or extended response using textual evidence) whether change was presented as positive, negative, or a combination of both.</p>
<p>Quarter 2</p>	<p>Key Standards Covered</p>	<p>Examples of Resources</p>

<p>Oct 20 – Dec 18</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> • Cite textual evidence to support analysis of as well as inferences drawn from the text. LAFS.910.RI.1.1 • Determine central idea of a text and analyze its development over the course of the text. LAFS.910.RI.1.2 LAFS.910.RL.1.2 • Determine the meaning of words/phrases as they are used in the text, including analysis of the impact of specific word choices on meaning and tone. LAFS.910.RI.2.4 • 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 LAFS.910.RL.2.5 • Analyze the representation of a subject or key idea in two different artistic mediums, including what is emphasized or absent in each treatment. LAFS.910.RL.3.7 • Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States. LAFS.910.RL.2.5 LAFS.910.RI.2.6 • Determine 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. LAFS.910.RI.2.6 • Analyze the impact of cultural background on point of view LAFS.910.RI.2.6 • Analyze argument and rhetoric (i.e. claim, validity, & evidence) LAFS.910.RI.2.5 	<p>Anchor Text* Unit 2 theme – The Struggle for Freedom</p> <p>Collections Literature book</p> <p>Possible Texts: “I Have a Dream” by Martin Luther King Jr – Pg. 48</p> <p>From “Nobody Turn Me Around: A People’s History of the 1963 March on Washington” –by Charles Euchner. - Pg. 55</p> <p>Writing Support for Students:</p> <p>MLA Documentation</p> <p>Reading Support for Students:</p> <p>Sample Writing Task: Based on the anchor texts you read this quarter and your own experiences, write an analytical essay that explains how our relationships with others can help define who we are.</p>
<p>Quarter 3 Jan 6 – Mar 17</p>	<p style="text-align: center;">Key Standards Covered</p> <p>Students will be able to :</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of as well as inferences drawn from the text. LAFS.910.RI.1.1 • Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 	<p style="text-align: center;">Examples of Resources</p> <p>Anchor Text* Unit 3 theme – Heroes and Quests Collections Literature book</p> <p>Possible Texts: “The Odyssey” by Homer – Pg. 371</p>

	<ul style="list-style-type: none"> • Determine the meaning of words/phrases as they are used in the text, including analysis of the impact of specific word choices on meaning and tone. LAFS.910.RI.2.4 • Determine central idea of a text and analyze its development over the course of the text. LAFS.910.RI.1.2 LAFS.910.RL.1.2 • Determine 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. LAFS.910.RI.2.6 • Analyze the representation of a subject or key idea in two different artistic mediums, including what is emphasized or absent in each treatment. LAFS.910.RL.3.7 • Analyze how an author unfolds an analysis or series of ideas or events, including the order the points are made, how they are introduced and developed, and the connections that are drawn between them. LAFS.910.RI.1.3 	<p>“The Good Soldiers” by David Finkel – Close Reader Pg. 432b</p> <p>“The Cruellest Journey: 600 Miles to Timbuktu” by Kira Salak – Pg 421</p> <p>“The Journey” by Mary Oliver – Pg. 441</p> <p><u>Writing Support for Students:</u></p> <p>Formal and Informal Speaking (Students will learn how to organize and express through a variety of activities that encourage debate and responding to others' views.)</p> <p>State your Claim (Students practice writing argument essays in preparation for FSA writing)</p> <p>See FSA Portal for writing samples and resources!</p>
Quarter 4	Key Standards Covered	Examples of Resources

**Mar 29 –
May 26**

By the end of the year, students will be able to:

- Read and comprehend literature, both fiction and non-fiction, in the grades 9-10 text complexity band proficiently. [LAFS.910.RI.4.10](#)
- Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source. [LAFS.910.SL.2.5](#)
- Engage effectively in a range of collaborative discussions. [LAFS.910.SL.1.1](#)
- Demonstrate command of the conventions of Standard English. [LAFS.910.L.1.1](#)
[LAFS.910.L.1.2](#)
- 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. [LAFS.910.SL.2.4](#)
- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [LAFS.910.SL.2.5](#)

Anchor Text*

Unit 4 Theme: Sweet Sorrow
Collections Literature book

Possible Texts:

“Romeo and Juliet” by William Shakespeare – Pg. 181

“Love’s Vocabulary” by Diane Ackerman Pg. 163

Reading Support for Students:

Shakespearean Dating Tips

(Students will learn about the modern day relevance of Shakespeare's plays and how the English language has changed over time.)

The Art of the Metaphor:

Animated video from TEDed, shares the power of metaphors in reading and writing; explores questions: "How do metaphors help us better understand the world?" or "What makes a good metaphor?"

[See FSA Portal for Reading samples and resources!](#)

Sample Writing Task:

4th quarter offers opportunity for creative writing, i.e. poetry, memoir, and narratives to encourage student exploration of

		<p>themselves and the world through their writing.</p> <hr/>
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