

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

English II Language
Arts(9th Grade)
Language Arts
Course Description
to be covered over 4
quarters

Course Description

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:

- 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:
 - 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
 - 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

Family Resources

[Language Arts Florida Standards Grade 9-10](#)

[Coming Prepared to Discuss](#)

[What Is Text Based Talk?](#)

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.

Unlike most other subjects, the English Language Arts standards are not taught in isolation or sequential order. This means that standards spiral in and out of each lesson, are paired strategically, and will repeat throughout the year depending on the theme, task, and text.

	Key Standards Covered	Examples of Resources
<p style="text-align: center;">Quarter 1 Aug 10 – Oct 12</p>	<p>Students will be able to:</p> <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. LAFS.910.RL.1.1 LAFS.910.RI.1.1 • 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. LAFS.910.RI.1.2 LAFS.910.RL.1.2 • Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme and how the author unfolds an analysis or series of ideas or events. LAFS.910.RL.1.3 LAFS.910.RI.1.3 • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence and 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. LAFS.910.W.1.1 LAFS.910.W.1.2 <p><u>REVIEW 7th and 8th grade standards as needed:</u></p> <ul style="list-style-type: none"> • Subject/Predicate (complete sentences and fragments) • Punctuation – commas to separate coordinate adjectives, dashes, parenthesis • Capitalization • Use simple, compound, complex sentences in writing • Pronouns • Verbs, verb phrases 	<p>Example Texts*</p> <p>Unit 1 theme – “A Matter of Life or Death” Anchor Collections Literature book (from class textbook resource HMH Collections) *</p> <p>Other 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>

	Key Standards Covered	Examples of Resources
<p style="text-align: center;">Quarter 2 Oct 17 – Dec 21</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • 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 LAFS.910.RL.2.4 LAFS.910.RI.2.4 • Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time to create such effects as mystery, tension, or surprise and analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. 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 and 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. LAFS.910.RL.2.6: LAFS.910.RI.2.6: • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking and command of the conventions of standard English capitalization, punctuation, and spelling when writing. LAFS.910.L.1.1: LAFS.910.L.1.2: 	<p><u>Example Text*</u> Unit 2 theme – The Struggle for Freedom (from class textbook resource HMH Collections) *</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><u>Writing Support for Students:</u></p> <p>MLA Documentation</p> <p><u>Reading Support for Students:</u></p> <p><u>Sample Writing Task:</u> 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>See FSA Portal for Reading samples and resources!</p>

	Key Standards Covered	Examples of Resources
<p style="text-align: center;">Quarter 3 Jan 7 – Mar 14</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> • Analyze the representation of a subject or a key scene in two different artistic mediums and various accounts of a subject told in different mediums, determining which details are emphasized in each account. LAFS.910.RL.3.7 LAFS.910.RI.3.7 • Analyze how an author draws on and transforms source material in a specific work and delineate/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. LAFS.910.RL.3.9 LAFS.910.RI.3.8 • Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. LAFS.910.RI.3.9 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking and command of the conventions of standard English capitalization, punctuation, and spelling when writing. LAFS.910.L.1.1: LAFS.910.L.1.2: 	<p>Example Text* Unit 3 theme – Heroes and Quests (from class textbook resource HMH Collections) *Possible Texts: “The Odyssey” by Homer – Pg. 371 “The Good Soldiers” by David Finkel – Close Reader Pg. 432b “The Cruellest Journey: 600 Miles to Timbuktu” by Kira Salak – Pg 421 “The Journey” by Mary Oliver – Pg. 441</p> <p>Writing Support for Students:</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) See FSA Portal for writing samples and resources!</p>

	Review Key Standards as Needed	Examples of Resources
<p style="text-align: center;">Quarter 4 March 25 – May 24</p>	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • 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 	<p>Example Text* Unit 4 Theme: Sweet Sorrow (from class textbook resource HMH Collections) *</p> <p>Other Possible Texts: “Romeo and Juliet” by William Shakespeare – Pg. 181 “Love’s Vocabulary” by Diane Ackerman Pg. 163</p> <p>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.)</p> <p>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?"</p>

		<p><u>Sample Writing Task:</u> 4th quarter offers opportunity for creative writing, i.e. poetry, memoir, and narratives to encourage student exploration of themselves and the world through their writing.</p>
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