



# SCHOOL DISTRICT OF MONROE

*Preparing for the Future, One Child at a Time*

## English (Grade 9)

### **Course Description:**

The curriculum for this required course is developed from the [Wisconsin Standards for English Language Arts](#). Students will be exposed to and practice skills related to: reading literature, reading informational text, writing, speaking and listening, and language. Part 1 is focused around the theme of “Identity and Personal Growth,” and Part 2 is focused around “The Power of Language.” The information in this course overview outlines what students should understand and be able to do by the end of the trimester/year.

### **Mastery Standards:**

#### Part 1 Mastery Standards:

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RL.9-10.1, CCRS.ARG.201-401, CCRS.SYN.201-401)

Analyze how complex characters (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. (CCSS.ELA-LITERACY.RL.9-10.3, CCRS.CLR.202-402)

#### Part 2 Mastery Standards:

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). (CCSS.ELA-LITERACY.RL.9-10.4, CCRS.WME.201-401)

#### Year-Long Mastery Standards:

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-LITERACY.W.9-10.1)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS.ELA-LITERACY.W.9-10.3)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-LITERACY.W.9-10.4)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS.ELA-LITERACY.SL.9-10.1)

Determine the need for punctuation and conjunctions to join parts of sentences, correct errors in sentence construction, and delete unnecessary punctuation. (CCRS.SST.201-401)

Recognize and correct homophone usage, adjective forms, prepositions, and verb tense. (CCRS.USG)

Unit	Description of Unit and Learning Targets
<p><b>Unit Title: The Power of Story</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>Why are we engaged by stories?</li> </ul>	<p><u>Reading Learning Targets:</u></p> <ul style="list-style-type: none"> <li>I will be able to use text(s) to develop a claim.</li> <li>I will be able to identify and explain evidence.</li> <li>I will be able to identify/explain how an author uses characterization to develop a character's personality.</li> <li>I will be able to analyze the development of a character over</li> </ul>

<ul style="list-style-type: none"> <li>● What is your story? What is a writer’s voice, and how do you find yours? What effect will your voice have on your reader?</li> <li>● How does the audience influence the way a story is told?</li> <li>● What is the best evidence to support a claim?</li> <li>● How do you synthesize information from multiple texts to develop a claim?</li> <li>● How does conflict drive a narrative?</li> <li>● How do character decisions and actions reveal their personality?</li> </ul>	<p>the course of a text (static/dynamic).</p> <ul style="list-style-type: none"> <li>● (Stretch) I will be able to use my understanding of characterization to create and develop characters in my own writing.</li> </ul> <p><u>Writing Learning Targets:</u></p> <ul style="list-style-type: none"> <li>● I will be able to compose a main idea/claim/thesis.</li> <li>● I will be able to support the claim with strong evidence.</li> <li>● I will be able to explain how the evidence supports my claim.</li> <li>● I will be able to organize my ideas appropriately for the mode of writing (narrative, argumentative).</li> <li>● I will be able to write for the appropriate task, purpose, and audience.</li> <li>● I will be able to write using skill-level appropriate grammar.</li> <li>● I am able to thoroughly develop my story (narrative scene, characters, conflict).</li> </ul> <p><u>Speaking &amp; Listening Learning Targets:</u></p> <ul style="list-style-type: none"> <li>● I will be able to initiate discussion.</li> <li>● I will be able to support my ideas clearly and persuasively with evidence.</li> <li>● I will be able to collaborate with others, especially of diverse opinions.</li> <li>● I will be able to challenge or support other arguments.</li> </ul> <p><u>Grammar Learning Targets:</u></p> <ul style="list-style-type: none"> <li>● I will be able to determine the need for punctuation and conjunctions to join parts of sentences (compound sentences).</li> <li>● I will be able to correct errors in sentence construction and delete unnecessary punctuation.</li> <li>● I will be able to use punctuation in straightforward situations (apostrophes, lists, dates, introductory materials, etc.).</li> <li>● I will be able to recognize and correct homophone and commonly confused word pairs.</li> <li>● I will be able to recognize and correct errors in adjective forms (comparatives and superlatives).</li> <li>● I will be able to recognize and correct errors in verb tense, especially irregular verbs.</li> <li>● I will be able to recognize and correct errors in prepositional phrases.</li> </ul>
<p><b>Unit Title: The Power of Language</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● How does language influence the way we think, act, and see the world?</li> <li>● How do authors use language to impact an audience?</li> </ul>	<p><u>Reading Learning Targets:</u></p> <ul style="list-style-type: none"> <li>● I will be able to identify figurative language devices within a passage.</li> <li>● I will be able to analyze the meaning and effect of figurative language devices in a passage.</li> <li>● I will be able to explain how word choice affects mood and tone in multiple examples.</li> </ul> <p><u>Writing Learning Targets:</u></p> <ul style="list-style-type: none"> <li>● I will be able to compose a main idea/claim/thesis.</li> <li>● I will be able to support the claim with strong evidence.</li> <li>● I will be able to explain how the evidence supports my claim.</li> <li>● I will be able to organize my ideas appropriately for the mode of writing (argumentative, poetry).</li> <li>● I will be able to write for the appropriate task, purpose, and audience.</li> <li>● I will be able to write using skill-level appropriate grammar.</li> <li>● I will be able to revise my writing for content, form, and style.</li> </ul> <p><u>Speaking &amp; Listening Learning Targets:</u></p> <ul style="list-style-type: none"> <li>● I will be able to initiate discussion.</li> <li>● I will be able to support my ideas clearly and persuasively with</li> </ul>

evidence.

- I will be able to collaborate with others, especially of diverse opinions.
- I will be able to challenge or support other arguments.

Grammar Learning Targets:

- I will be able to determine the need for punctuation and conjunctions to join parts of sentences (compound sentences).
- I will be able to correct errors in sentence construction and delete unnecessary punctuation.
- I will be able to use punctuation in straightforward situations (apostrophes, lists, dates, introductory materials, etc.).
- I will be able to recognize and correct homophone and commonly confused word pairs.
- I will be able to recognize and correct errors in adjective forms (comparatives and superlatives).
- I will be able to recognize and correct errors in verb tense, especially irregular verbs.
- I will be able to recognize and correct errors in prepositional phrases.