

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

ENGLISH 12

Board of Education Approved 05/23/2006

ENGLISH 12

Statement of Purpose

The English 12 course introduces students to the strategies of collaboration and interpretation, which promotes the abstract thinking necessary to develop them as readers and writers.

Audience

9th grade students

Prerequisite

Teacher recommendation from middle school

Course Description

Attention will be given in class to developing skills in analysis and collaboration. This course emphasizes responding to literature by moving from comprehension to interpretation, by closely examining the language of the text in order to explore underlying ideas, and by connecting the texts to the students' own lives. Students will write initial responses, collaborate with others in the class, and then write finalized responses which demonstrate depth and breadth of thought. Writing instruction will also focus on organization and elaboration. Students will continue to develop their skills in thesis-based writing as they write literary analysis. They will also be introduced to writing an exploratory essay and have opportunities for creative writing.

Goals

Students will be able to:

- collaborate to extend, challenge, and broaden their thinking.
- participate in a developmental sequence of assignments in narrative, reflective, analytical, and creative writing in order to interpret texts and their own experiences.
- interact with texts to become active readers by making connections, noting confusions and surprises as they read, and revising initial ideas about a text.
- connect to the ideas and themes in literary texts.
- communicate with others to create interpretations of written, oral, and visual texts.
- analyze the purpose and use of language.
- create their own self-directed questions about texts.

Course Objectives

Students will be able to:

- establish a personal voice within the class.
- build a sense of community within the class.
- review and practice the components of the writing process.
- demonstrate elaboration and organization in writing.
- demonstrate understanding of collaboration as the foundation of a community of learners.
- write descriptively.
- share ideas through collaboration.
- establish rules of class discussion.
- analyze what it means to be an active listener and active discussion participant.

- annotate a text independently.
- respond to ideas in a piece of literature, avoiding plot summary.
- effectively peer/self edit their writing.
- identify strengths of productive discussions.
- underline unfamiliar words, note surprises and places of confusion.
- demonstrate personal connections to literature.
- focus on listening to peers through note taking or answering written questions.
- use their annotations to write an initial response.
- use their annotations and notes from listening to peers to write a finalized response.
- apply skills learned from annotating literary texts to their own writing.
- analyze emotions of literary characters as a means of constructing themes.
- annotate a text.
- collaborate in discussion by sharing annotations.
- evaluate themselves on their collaboration.
- make connections between their own life and a text.
- write a narrative connecting a text to self.
- identify characters' emotions, experiences, textual references, and connections to self, using a reading log.
- infer literary characters emotions, using specific language.
- analyze the thinking of others using a graphic organizer.
- connect in written responses with characters emotions.
- recognize thematic concepts.
- connect their lives to non-literal aspects of a text, using a graphic organizer.
- peer edit and revise for organization and structure.
- practice annotating a text.
- identify social and historical factors that influence a person's identity.
- use creative writing to demonstrate an understanding of a character.
- use narrative writing to analyze choices in their own writing.
- analyze and respond to writing by peer editing.
- demonstrate reading strategies appropriate for a close reading of the text.
- explain how race, gender, age, social class, and geography influence a character's choices.
- demonstrate understanding of figurative language through peer editing and revision.
- demonstrate asking different types of questions: plot questions, interpretive questions, and evaluative questions.
- collaborate to formulate and respond to questions.
- make inferences.
- analyze connections between one's experiences and one's ideas.
- analyze connections between one's life and literary texts.
- shape thoughtful questions for sustained inquiry.
- ask different types of questions (plot, interpretive, and evaluative)

Definitions:

- *Plot question*: a comprehension question, usually focused on the literal events, emotions, etc., of a story. Example: "What is the order of Odysseus's adventures?"

- *Interpretive question*: a question based on the text that requires inference to answer. Example: “Why does Penelope stay faithful to Odysseus?”
- *Evaluative question*: a question that requires the reader to use knowledge outside of the text. Example: “Is Odysseus a true hero?”
- ask different types of questions as they read and after they read.
- evaluate their own questions and the questions of others.
- revise their own questions.
- respond to their own questions and the questions of others.
- distinguish between connotation and denotation.
- shape an interpretive question from the text that addresses a societal issue.
- formulate an inquiry which poses an interpretive question based on personal experience, observation, and the text.
- recognize the biases present in advertisements, news media, and popular culture.
- examine how social constructs can limit ideas of the self.
- identify explicit and implicit messages in a variety of texts.
- respond to the messages of mass media.
- analyze the choices they make as writers.
- analyze how cultural, historical, geographical, and political forces affect a character’s identity.
- analyze symbols of a culture.
- explain how cultural, historical, geographical, and political forces affect them.
- record “aha” moments they experience as they read a text.
- make connections to previous texts.
- chart political, historical, and cultural events to determine how they influence a character’s identity.
- design a visual representation to express an analysis.
- examine how social class, culture, and historical context affect language.
- analyze the connection between language and identity.
- consciously choose tone and word choice as they write for different audiences.
- examine quotes to determine traits of literary characters.

Skill Objectives

Students will:

- revise fragments and run-ons.
- learn to punctuate titles of texts correctly (books, poems, short stories, periodicals, plays, movies, songs).
- use margin or post-it notes to annotate a text.
- learn comma usage (dates & addresses, parenthetical expressions in a series, direct address, appositives) and how to revise sentences fragments and run-ons.
- use verb tense consistently.
- use subject/verb agreement correctly.
- learn to use homonyms correctly.
- punctuate dialogue correctly.
- learn how to use adverbs correctly (including bad/badly and good/well)

- become familiar with selected unfamiliar words in literary texts
- become familiar with selected roots and prefixes.
- recognize that diction, word choice, sentence structure, verb tenses, idioms are the components of spoken and written English, and that these are the changing components of “Standard” and “Non-Standard” English.
- recognize that “Standard English” is a tool that enables people to enter a culture of power.

English Standards

Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.

Students will make and justify inferences from explicit and or implicit information.

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will generate and respond to questions.

Students will interpret information that is implied in a text.

Students will make, support and defend judgments about texts.

Students will discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.

Students will identify and discuss the underlying theme or main idea in texts.

Students will choose a variety of genres to read for personal enjoyment.

Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

Students will analyze the meaning of words and phrases in context.

Students will develop vocabulary through listening, speaking, reading, and writing.

Students communicate with others to create interpretations of written, oral and visual texts.

Students will respond to the ideas of others and recognize the validity of differing views.

Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will use oral language with clarity, voice and fluency to communicate a message.

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students will write to delight in the imagination.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

Students will publish and/or present final products in a myriad of ways, including the use of the arts and technology.

English Language Conventions - Students apply the conventions of Standard English in oral and written communication.

Students use Standard English for composing and revising written text.

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

Information and Technology Standards (to be added)

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How do I express who I am and what I think in writing?
- What are the elements of good collaboration?
- How does collaboration extend, challenge, and broaden my thinking?
- What is identity?
- How does literature contribute to an understanding of myself and others?

- How do my experiences as a reader shape meaning in a text?
- How do personal experiences shape identity?
- How do authors convey purpose and meaning?

UNITS of STUDY

Unit 1: Introduction to Collaboration

English Standards

Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will use oral language with clarity, voice and fluency to communicate a message.

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

Students will publish and/or present final products in a myriad of ways, including the use of the arts and technology.

English Language Conventions - Students apply the conventions of Standard English in oral and written communication.

Students use Standard English for composing and revising written text.

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

Essential Questions

- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How do I express who I am and what I think in writing?
- What are the elements of good collaboration?
- How does collaboration extend, challenge, and broaden one's thinking?
- What is identity?

Core Topic

- Introduction

Unit Objectives

Students will be able to:

- establish a personal voice within the class.

- build a sense of community within the class.
- review and practice the components of the writing process.
- demonstrate elaboration and organization in writing.
- demonstrate knowledge of collaboration as the foundation of a community of learners.
- write descriptively.
- share ideas through collaboration.

Assessments

- Descriptive writing, which demonstrates narrative thinking
- Collaboration Skills

Suggested Pacing

5-7 days

Unit 2: Responding to Literature

English Standards

Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.

Students communicate with others to create interpretations of written, oral and visual texts.

Students will respond to the ideas of others and recognize the validity of differing views.

Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

English Language Conventions - Students apply the conventions of Standard English in oral and written communication.

Students use Standard English for composing and revising written text.

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How does collaboration extend, challenge, and broaden one's thinking?
- How do I express who I am and what I think in writing?

Core Topic

- Responding to Literature

Unit Objectives

Students will be able to:

- establish rules of class discussion through study of a text.
- analyze what it means to be an active listener and active discussion participant.
- annotate a text independently.
- respond to a piece of literature, avoiding plot summary.
- effectively peer/self edit their writing.
- identify strengths of productive discussions.
- underline unfamiliar words, note surprises and places of confusion.
- demonstrate personal connections to literature.
- practice annotating independently.
- focus on listening to peers through note taking or answering written questions.
- use their annotations to write an initial response.
- use their annotations and notes from listening to peers to write a final response.
- apply skills learned from annotating literary texts to their own writing.

Skill Objective

Students will:

- learn to punctuate titles of texts correctly (books, poems, short stories, periodicals, plays, movies, songs).
- demonstrate knowledge of key roots, prefixes, and suffixes

Assessments

- Annotation
- Graphic organizer
- Initial response
- Finalized response

Pacing

2 weeks

Unit 3: Connecting Self to Text

English Standards

Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will interpret information that is implied in a text.

Students will discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.

Students will identify and discuss the underlying theme or main idea in texts.

Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

English Language Conventions - Students apply the conventions of Standard English in oral and written communication.

Students use Standard English for composing and revising written text.

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How do I express who I am and what I think in writing?
- How does literature contribute to an understanding of self and others?

Core Topic

- Connecting Self to Text

Unit Objectives

Students will be able to:

- analyze emotions of literary characters as a means of constructing themes.
- annotate a text.
- collaborate in discussion and by sharing annotations.
- evaluate themselves on their collaboration.
- make connections between their own life and a text.
- write a narrative connecting a text to self.
- identify character's emotions, experiences, textual references, and connections to self, using a reading log.
- analyze the thinking of others using a graphic organizer.
- infer literary characters' emotions using specific language.
- connect in written responses with a character's emotions.
- connect their lives to non-literal aspects of a text, using a graphic organizer.
- peer edit and revise for organization and structure.
- recognize thematic concepts.

Skill Objectives

Students will:

- use margin or post-it notes to annotate a text.
- learn comma usage (dates & addresses, parenthetical expressions in a series, direct address, appositives)
- revise sentences fragments and run-ons.

Assessments

- Reading log to analyze character's emotions and experiences
- Graphic organizer
- Character analysis, demonstrating deductive thinking

Pacing

4 weeks

Unit 4: Literary Character Analysis with Respect to How Social Influences, Historical Context, and Time Period Shape a Person's Identity

English Standards

Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.

Students will make and justify inferences from explicit and or implicit information.

Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will write to delight in the imagination.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

English Language Conventions - Students apply the conventions of Standard English in oral and written communication.

Students use Standard English for composing and revising written text.

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How does literature contribute to an understanding of self and others?
- How do my experiences as a reader shape meaning in a text?
- How do personal experiences shape identity?

Core Topic

- Literary character analysis with respect to how social influences, historical context, and time period shape a person's identity

Unit Objectives

Students will be able to:

- practice annotating a text.
- collaborate in discussion and by sharing annotations.
- identify social and historical factors that influence a person's identity.
- use creative writing to demonstrate a nuanced understanding of a character.
- analyze choices in their own writing.
- analyze and respond to writing by peer editing.
- demonstrate reading strategies appropriate for a close reading of the text.
- explain how race, gender, age, social class, and geography influence a character's choices.
- demonstrate understanding of figurative language through peer editing and revision.

Skill Objectives

Students will:

- use verb tense consistently
- use subject/verb agreement correctly
- punctuate dialogue correctly
- demonstrate knowledge of specific unfamiliar words in literary text.

Assessments

- Reading log, focusing on a character being shaped or influenced by social and historical factors
- Original creative writing, demonstrating knowledge of historical/cultural situation
- Reflection, which demonstrates narrative thinking, about choices made in original creative writing

Pacing

5-6 weeks

Unit 5: Connecting Through Inquiry

English Standards

Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will make and justify inferences from explicit and or implicit information.

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will generate and respond to questions.

Students will discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.

Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

English Language Conventions - Students apply the conventions of Standard English in oral and written communication.

Students use Standard English for composing and revising written text.

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How do my experiences as a reader shape meaning in a text?

- How does collaboration extend, challenge, and broaden one’s thinking?

Core Topic

- Connecting Through Inquiry

Unit Objectives

Students will be able to:

- demonstrate asking different types of questions: plot questions, interpretive questions, and evaluative questions.
- collaborate to formulate and respond to questions.
- make inferences.
- analyze connections between one’s life and one’s ideas.
- analyze connections between one’s life and a text.
- collaborate as part of the writing process.
- shape thoughtful questions for sustained inquiry.
- ask different types of questions (plot, interpretive, and evaluative)

Definitions:

- *Plot question*: a comprehension question, usually focused on the literal events, emotions, etc., of a story. Example: “What is the order of Odysseus’s adventures?”
- *Interpretive question*: a question based on the text that requires inference to answer. Example: “Why does Penelope stay faithful to Odysseus?”
- *Evaluative question*: a question that requires the reader to use knowledge outside of the text. Example: “Is Odysseus a true hero?”
- ask different types of questions as they read and after they read.
- evaluate their own questions and the questions of others.
- revise their own questions.
- respond to their own questions and the questions of others.
- distinguish between connotation and denotation.
- shape an interpretive question from the text that addresses a societal issue.
- formulate an inquiry which poses an interpretive question based on personal experience, observation, and the text.

Skill Objective

Students will:

- learn to use specified homonyms correctly
- demonstrate familiarity with specific words in a literary text.

Assessments

- Reading log, demonstrating the three kinds of questions
- Exploratory essay, demonstrating inductive thinking

Pacing

3-4 weeks

Mid-term Exam: English Department Criteria and Sample Exam

Unit 6: Application of Interpretative and Evaluative Questions to Visual Texts Such as the News Media and Advertising

English Standards

Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will interpret information that is implied in a text.

Students will make, support and defend judgments about texts.

Students will identify and discuss the underlying theme or main idea in texts.

Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?

Focus Questions

- How does literature contribute to an understanding of myself and others?
- How do personal experiences shape identity?

Core Topic

- Application of interpretative and evaluative questions to visual texts such as the news media and advertising

Unit Objectives

Students will be able to:

- recognize the biases present in advertisements, news media, and popular culture.
- examine how social constructs can limit ideas of the self.
- identify explicit and implicit messages in a variety of texts.
- respond to message of the mass media.
- analyze the choices they made as writers.

Assessments

- Original creative writing
- Analytical response, demonstrating narrative and deductive thinking, which describes choices made with creative writing

Pacing

3-4 weeks

Unit 7: Analysis of Relationship Between Outside Forces Which Shape Identity and Inward Resistance to Those Forces

English Standards

Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students will write to delight in the imagination.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

English Language Conventions - Students apply the conventions of Standard English in oral and written communication.

Students use Standard English for composing and revising written text.

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

Essential Questions

- How does literature enrich our lives?
- How do we write, speak and present effectively?

Focus Questions

- How does literature contribute to an understanding of myself and others?
- How do personal experiences shape identity?
- How do I express who I am and what I think in writing?

Core Topics

- Analysis of relationship between outside forces which shape identity and inward resistance to those forces
- Original visual representation comparing individual external appearance versus inner personal reality

Unit Objectives

Students will be able to:

- analyze how cultural, historical, geographical, and political forces affect a character's identity.

- articulate how cultural, historical, geographical, and political forces affect them.
- analyze symbols of a culture.
- record “aha” moments they experience as they read a text.
- make connections to previous texts.
- chart political, historical, and cultural events to determine how they influence a character’s identity.
- design a visual representation to express an analysis.

Skill Objective

Students will:

- learn how to use adverbs correctly (including bad/badly and good/well).

Assessments

- Visual representation of identity
- Reading log, focusing on society influencing one’s identity
- Character analysis, demonstrating deductive thinking

Pacing

4-5 weeks

Unit 8: Language as an Influence on Shaping Identity

English Standards

Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

Students will analyze the meaning of words and phrases in context.

Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

English Language Conventions - Students apply the conventions of Standard English in oral and written communication.

Students use Standard English for composing and revising written text.

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How do authors convey purpose and meaning?
- How do I express who I am and what I think in writing?

Core Topics

- Language as an influence on shaping identity
- Language as an expression of identity

Unit Objectives

Students will be able to:

- analyze the connection between language and identity.
- examine how social class, culture, and historical context affect language.
- consciously choose tone and word choice as they write for different audiences.
- examine quotes to determine traits of literary characters.

Skill Objectives

Students will:

- recognize that diction, word choice, sentence structure, verb tenses, idioms are the components of spoken and written English, and that these are the changing components of “Standard” and “Non-Standard” English.
- recognize that “Standard English” is a tool that enables people to enter a culture of power.

Assessment

- Literary analysis, demonstrating deductive thinking, which focuses on language use

Pacing

6-8 weeks

Texts such as:

Unit 3

- *Anthem*
- *Flowers for Algernon*
- *The Bean Trees*
- *Black Boy*: (excerpt)

Unit 4

- *Romeo and Juliet*
- Selected short stories and poems

Unit 5

- *Curious Incident of the Dog in the Nighttime*
- *Odyssey* excerpts
- *The Alchemist*

Unit 6

- *Outfoxed* excerpts
- *Killing Us Softly*
- *The Onion* excerpts

Unit 7

- *Persepolis: The Story of a Childhood*
- *When I Was Puerto Rican*
- *Women of Islam: Veiled*
- *Secluded* a documentary

Unit 8

- *To Kill a Mockingbird*
- *A Lesson Before Dying*
- *The Color of Water*

NINTH GRADE LOOK AT THE LEARNER

Ninth graders are involved in a search for self-identity as they enter the world of high school. They question their past and present experiences, their thought processes, and their choices. This time of turbulence is reflected in physical, emotional, psychological, and social changes. In order to understand these changes and deal with them in a positive manner, ninth grade students should be encouraged to develop a healthy sense of self and an ability to determine appropriate courses of action.

The amount of change that ninth graders go through affects all aspects of their home and school lives. New responsibilities are becoming part of their world. They begin a search for identity that “will evoke a wide range of emotions, including self-doubt, conflict, experimentation, and confusion” (*The Ninth Grader: A Profile* by Joel Milgram). Their struggles for self and independence are focal points for a ninth grade English curriculum that attempts to emphasize the personal move to greater autonomy. Tied to this search for identity and independence is the ninth grader’s great social need for a peer group that “serves as a reference group for judging one’s own behavior and assists in clarifying one’s personal identity” (Milgram). Ninth grade, then, is an ideal time to introduce students to collaboration as a learning strategy. Students are taught to share ideas and question one another for the purpose of forming strong individual interpretations of texts and strong individual evaluations of ideas.

The ninth grade curriculum is designed to present literary characters who will lead students to a better understanding of themselves and others. This study will lead to a philosophical consideration about what kind of person they can become, how they can interact positively with others, and what impact their actions have on their society. Throughout this “Journey Toward Identity”, students will acquire the language skills to ask questions and articulate their ideas, opinions, revelations, and beliefs. They will also become engaged with abstract ideas. The ninth grade English class provides for individual intellectual development in a collaborative community of learners.