

Course Title:	English 9A		
Unit 1 Big Idea:	Courage		
Essential Questions:	<ul style="list-style-type: none"> • What criteria do I use to form my values? • Do I see my beliefs reflected in society? • What can I contribute as an individual? 		
CCSS Standards:	Assignment	Description	
Reading Standards for Literature 9-10			
RL.9-10.1 - 3	1.2.1B, 1.2.5	Students gather evidence courage and cowardice in <i>To Kill a Mockingbird</i> and chart it in a graphic organizer. Students then use this graphic organizer to develop an argument essay on this topic. Students examine the themes of innocence and ignorance in the novel	
RL.9-10.4	1.2.6, 1.2.8	Analysis of author's use of simile, metaphor, and idioms in <i>To Kill a Mockingbird</i> .	
RL.9-10.4	1.2.11	Explain how Harper Lee developed the theme throughout the story. What was the lesson that she was trying to teach her readers through this theme? How did she rely events from history to convey her message?	
Reading Standards for Informational Texts 9-10			
RL.9-10.1	1.1.3, 1.1.4	Student read about the South during the 1930s. They write a response that requires them to cite textual evidence to illustrate what the text directly stated and inferences that the student drew.	
RL.9-10.7	1.2.9A and B	Students read article and view videos on various laws and events centered on the Civil Rights Movement and compare and contrast findings.	
Writing Standards 9-10			
W.9-10.2.a and b	1.1.2A and B	Students complete an anticipation guide survey and are asked to explain why they agreed or disagreed with certain	

		statements. Students are instructed to develop a written response that includes a topic sentence, three reasons, and examples and explanations for each reason.
W.9-10.1a-e and W.9-10.4, W.9-10.5	1.3.1-1.3.8	Argument Essay; Use discussion boards as a way to conduct writer's workshop and move through the writing process
Language Standards 9-10		
L.9-10.1	Grammar Challenge: Subject-Verb Agreement	Grammar Challenge: Subject-Verb Agreement
L.9-10.5.a	1.2.6	Simile and metaphor in <i>TKAM</i>
L.9-10.3	1.3.7	Creating a Work Cited
Unit 2 Big Idea:	Choices	
Essential Questions:	<ul style="list-style-type: none"> • How do I relate to my family, community, and society? • What influence does class, religion, and culture have on my decisions? • Do I recognize my own mistake and learn from them? 	
CCSS Standards:	Assignment/Location	Description
Reading Standards for Literature 9-10		
RL.9-10.1- RL.9-10.3, and RL.9-10.5	Discussion board assignments for <i>Romeo and Juliet</i>	Students engage in several discussion board assignments where they must support their claims with evidence from the play or other course texts
RL.9-10.3	2.0.4-2.0.5	Assignments associated with "The Interlopers"
RL.9-10.4	2.2.4	Personification in <i>Romeo and Juliet</i>
Reading Standards for Informational Texts 9-10		
RI.9-10.1	2.3.1	Students read articles about the Hatfields and McCoys and complete a comparison and contrast chart for Roseanna Hatfield and Juliet Capulet. This will be used to develop a later essay.

RI.9-10.10		By the end of this unit, students are able to read and understand non-fiction at the high end of the range.
Writing Standards 9-10		
W.9-10.4	All writing assignments	
W.9-10.2a-f; W.9-10.4-6	Informative Essay	Students write a comparison contrast of Juliet from <i>R&J</i> and Roseanna Hatfield from the Hatfield and McCoys. Use discussion boards as a way to conduct writer's workshop and move through the writing process
W.9-10.9		Students gather evidence from various texts to use to support claims in writing
Language Standards 9-10		
L.9-10.1	Grammar: Sentence Patterns Challenge and Quiz	Grammar: Sentence Patterns Challenge and Quiz
L.9-10.1	Grammar: Pronoun Consistency Challenge and Quiz	Grammar: Pronoun Consistency Challenge and Quiz
L.9-10.5a	2.2.7	Oxymoron in <i>Romeo and Juliet</i>