

# Course of Study:

## English Language Arts I



**Course of Study English Language Arts - Revised February 2023**

**Committee Members: Joanne DeShetler, Tara Kaiser, Julie Kolcum, Holly Mihalek and Juliet Peterson**

**ELA I**

**Strand: Reading Literature Standards**

<p><b>Learning Standard:</b></p> <p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.2 Analyze literary text development.</p> <p>RL.9-10.3 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.</p> <p>RL.9-10.4 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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).</p> <p>RL.9-10.5 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.</p> <p>RL.9-10.6 Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>RL.9-10.8 (Not applicable to literature)</p> <p>RL.9-10.9 Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p><b>How Taught?</b></p> <p><b>Teaching activities may include:</b></p> <ul style="list-style-type: none"><li>● Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.</li><li>● Provide an objective summary of the text that includes the theme and relevant story elements.</li><li>● Closely read passages to analyze literary elements.</li><li>● Teacher provides direct instruction, gives feedback, and models critical thinking</li><li>● Small group and class discussions</li><li>● Produce a thorough analysis of the text</li><li>● Cooperative learning groups</li><li>● Allow students to self select Independent reading and/or Book Club books.</li><li>● Students to define, use, and connect to content area and literature based vocabulary</li><li>● Teachers to use high yield instructional strategies such as, but not limited to: three-level guides, bracket challenge, fiction prediction</li></ul>
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<p>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.</p> <p>RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.</p>	
<p><b>Materials:</b>  <i>Previously Board approved textbook series:</i>  <i>My Perspectives 8-10</i>  <i>Collections 9-12</i>  <i>Elements of Literature 8-12</i>  <i>My Perspectives Plus</i></p> <p>Classic author selections may include:          “The Gift of the Magi”          “The Cask of Amontillado”          “The Raven”          “I Never Saw a Moor”          “The Road Not Taken”          “Harrison Bergeron”          “The Seven Ages of Man”          “The Sound of Thunder”          “The Scarlet Ibis”          “The Interlopers”          “The Leap”  <i>Lord of the Flies</i>  <i>Antigone</i>  <i>Sonnet 18</i>  <i>The Outsiders - 1983, 0:05 - 1:25</i></p> <p>Student-selected titles for Independent Reading</p>	<p><b>How Assessed?</b></p> <p><b>Assessments may include:</b></p> <ul style="list-style-type: none"> <li>● Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)</li> <li>● Formative Assessments (entry/exit slips, group work, reflections, discussions, writer’s workshops, homework/classwork, self and peer evaluations, journals, observations, conferences, rubrics, quick writes)</li> <li>● Summative Assessments (formal essays, using rubrics; tests/exams, projects, creative assignments, presentations)</li> </ul> <p><b>How Re-Taught?</b></p> <p><b>Re-teaching activities may include:</b></p> <ul style="list-style-type: none"> <li>● Breaking down concept into smaller components</li> <li>● Presenting the information again in a different way</li> <li>● Universal Design for Learning principles offering students opportunities to</li> </ul>

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<p>Artistic mediums may include: <i>2081 (:01-:25)</i> <i>Onward (:05-:97)</i> <i>O Brother, Where Art Thou (:05-1:02)</i> <i>Romeo and Juliet</i> (various versions) <i>-Zeffirelli 1968 (:05 - 1:34; 1:47 - 2:16)</i> <i>-Luhmann 1996 (:02-1:16, 1:19-1:53)</i> <i>-2013 (:01-1:00, 1:08-1:58)</i> <i>Castaway (:05-1:38)</i> Song lyrics- "Love Don't Cost a Thing" by Jennifer Lopez "The Necklace" shorty story <a href="#">film</a> (18 minutes)</p> <p>Instructional YouTube Videos may include: <i>Five Elements of a Story Rap</i> <i>What Is Verbal Irony?</i> <i>Situational Irony</i> <i>In on a Secret? That's Dramatic Irony</i> <a href="#">The Gift of the Magi</a> <i>The Necklace</i> <i>Mini Biography - Poe</i> <i>The Simpsons "The Raven" Episode</i> <i>Mini Biography - Shakespeare</i> <i>Shakespeare: The Globe Theater London Tour</i> <i>Why Shakespeare Loved Iambic Pentameter</i> <i>62 Insults from Shakespeare</i> <i>Hip-Hop and Shakespeare</i> <i>Conventions of Epic Poetry</i> <i>Romeo and Juliet Character Map</i> <i>Insults by Shakespeare</i> <i>Everything You Need to Know to Read Homer's "Odyssey"</i> <i>History Channel Clash of the Gods Odysseus <a href="#">Part One</a></i> <i>The Odyssey "Across the Universe"</i> <i>Homeric Simile Examples (Flocabulary)</i> <i>Why Would You Fall for That - Elevator</i> <i>Tolentino Teaching <a href="#">videos</a></i></p>	<p>experience and engage material in new and different way</p> <ul style="list-style-type: none"><li>• Practice activities such as computer tutorials, games, hands-on activities</li><li>• Review sessions</li></ul>
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**Strand: Reading Informational Text Standards**

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<p><b>Learning Standard:</b></p> <p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.2 Analyze informational text development.</p> <p>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6 Determine an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.9-10.8 Delineate and 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.</p> <p>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p><b>How Taught?</b></p> <p><b>Teaching activities may include:</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.</li><li>• Teacher provides direct instruction, gives feedback, and models critical thinking.</li><li>• Cooperative learning in small groups</li></ul>
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<p>RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9– 10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.9-10.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	
<p><b>Materials:</b> Previously Board approved textbook series: <i>My Perspectives 8-10</i> <i>Collections 9-12</i> <i>Elements of Literature 8-12</i> <i>My Perspectives Plus</i> <i>Night Student Workbook</i></p> <p>Other selections may include: <i>Night</i> <i>NewsELA</i> <i>Achieve 3000</i> <i>"Payless Shoes" article</i> <i>USHMM Holocaust ID Cards</i></p> <p>Complimentary artistic mediums and videos may include: <i>The Boy in the Striped Pajamas (:02-1:29)</i> <i>Oprah interview with Elie Wiesel</i> <i>Elie Wiesel biography video</i> <i>Tolentino Teaching videos</i></p>	<p><b>How Assessed?</b> <b>Assessments may include:</b></p> <ul style="list-style-type: none"><li>• Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)</li><li>• Formative Assessments (entry/exit slips, group work, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, journals, observations, conferences, rubrics, quick writes)</li><li>• Summative Assessments (formal essays, using rubrics; tests/exams, projects, creative assignments, presentations)</li></ul> <p><b>How Re-Taught?</b> <b>Re-teaching activities may include:</b></p> <ul style="list-style-type: none"><li>• Breaking down concept into smaller components</li><li>• Presenting the information again in a different way</li><li>• Universal Design for Learning principles offering students opportunities to experience and engage material in new and different way</li><li>• Practice activities such as computer tutorials, games, hands-on activities</li><li>• Review sessions</li></ul>



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<p><b>Learning Standard:</b></p> <p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.2 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.</p> <p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the</p>	<p><b>How Taught?</b></p> <p><b>Teaching activities may include:</b></p> <ul style="list-style-type: none"><li>● Establish a clear and thorough thesis to present an argument.</li><li>● Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li><li>● Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li><li>● Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li><li>● Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>● Provide a concluding statement or section that follows from and supports the argument presented.</li><li>● Establish a clear and thorough thesis to present information.</li><li>● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.</li><li>● Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li><li>● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li><li>● Use precise language and domain-specific vocabulary to manage the complexity of the</li></ul>
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research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

topic.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- Use precise words and phrases, telling
- Apply grades 9–10 Reading standards to details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.literature (e.g., “Analyze how an author alludes to and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare] ”).
- Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and 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”).



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<p><b>Materials:</b>          Previously Board approved textbook series:          My Perspectives 8-10          Collections 9-12          Elements of Literature 8-12          My Perspectives Plus</p> <p>Instructional YouTube videos may include:          "How to Write an Informative Essay"          Schmoop-          "Writing Grabby Intros"          "How to Write an Argument Essay"          "Choosing and Using Quotations"          "Writing a Killer Conclusion"          Progress Learning- "Writing Hooks or          Attention-Getting Openings"          Proper Email Etiquette          Different Manners Around the World</p>	<p><b>How Assessed?</b>  <b>Assessments may include:</b></p> <ul style="list-style-type: none"> <li>● Narrative writing</li> <li>● Informative writing</li> <li>● Argument writing</li> <li>● Compare and Contrast writing</li> <li>● Literary analysis</li> <li>● Journal writing</li> <li>● Creative writing</li> </ul>
	<p><b>How Re-Taught?</b>  <b>Re-teaching activities may include:</b></p> <ul style="list-style-type: none"> <li>● Revise</li> <li>● Edit</li> <li>● Resubmit</li> </ul>

**Strand: Speaking and Listening Standards**

<p><b>Learning Standard:</b>          SL.9-10.1 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.</p> <p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3 Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning</p>	<p><b>How Taught?</b>  <b>Teaching activities may include:</b></p> <ul style="list-style-type: none"> <li>● Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>● Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed</li> <li>● Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or</li> </ul>
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<p>and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>challenge ideas and conclusions</p> <ul style="list-style-type: none"> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<p><b>Materials:</b>          Previously Board approved textbook series:  <i>My Perspectives 8-10</i>  <i>Collections 9-12</i>  <i>Elements of Literature 8-12</i>  <i>My Perspectives Plus</i></p> <p>Artistic mediums may include:          Student-selected independent reading books          Student and/or teacher research materials  <i>My Perspectives</i> media selections  <i>My Perspectives</i> modeling videos  <i>My Perspectives</i> audio recordings  <i>My Perspectives Plus</i></p>	<p><b>How Assessed?</b>  <b>Assessments may include:</b></p> <ul style="list-style-type: none"> <li>Presenting an argument</li> <li>Presenting a personal narrative</li> <li>Presenting on independent reading</li> <li>Giving an explanatory talk</li> </ul> <p><b>How Re-Taught?</b>  <b>Re-teaching activities may include:</b></p> <ul style="list-style-type: none"> <li>Remediation and review</li> <li>Questions and answer session</li> <li>Reflection</li> </ul>

**Strand: Language Standards**

<p><b>Learning Standard:</b>          L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p><b>How Taught?</b>  <b>Teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative,</li> </ul>
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<p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p>	<p>adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <ul style="list-style-type: none"> <li>• Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>• Use a colon to introduce a list or quotation.</li> <li>• Spell correctly.</li> <li>• Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>• Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</li> <li>• Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>• Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation</li> </ul>
<p><b>Materials:</b>          Previously Board approved textbook series:  <i>My Perspectives 8-10</i>  <i>Collections 9-12</i>  <i>Elements of Literature 8-12</i>  <i>My Perspectives Plus</i>  <a href="#">Khan Academy mini lessons</a></p> <p>Artistic mediums may include:          YouTube:  <i>Grammaropolis Videos - on all eight Parts of Speech</i>  <i>Grammar Bytes Presents: The Indirect Object, The Subject Complements,</i>  <i>Appositives - The Two-Minute Teacher</i>  <a href="#">Tolentino Teaching videos</a>  <i>Prefixes, Suffixes, and Roots Rap</i></p>	<p><b>How Assessed?</b>  <b>Assessments may include:</b></p> <ul style="list-style-type: none"> <li>• Pre-Assessments (pre-tests, observation,, questioning, diagnostics)</li> <li>• Formative Assessments (entry/exit slips, group work, discussions, homework/classwork, journals, observations, conferences)</li> <li>• Summative Assessments (formal essays, using rubrics; tests/exams, projects, creative assignments, presentations)</li> </ul> <p><b>How Re-Taught?</b>  <b>Re-teaching activities may include:</b></p> <ul style="list-style-type: none"> <li>• Small group instruction</li> </ul>

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<p>How to Use Context to Determine the Meaning of Words</p>	<ul style="list-style-type: none"><li>● Presenting the information again in a different way</li><li>● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different way</li><li>● Practice activities such as computer tutorials, games, hands-on activities</li><li>● Review sessions</li><li>● Descriptive feedback on original task/assessment</li><li>● Conferencing</li></ul>
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