

2020-2021 9th Grade ELA Blended Learning Syllabus

Instructor: Mr. Lueben

Essential Question for Ninth Grade: How do we form and shape our identities?

The ninth grade course presents an overview of excellent, grade-appropriate literature across the major forms and genres. Each theme-based unit focuses on a particular genre and the question above, encouraging students to make connections to their Global Studies I and II curriculum, their science courses, Foreign Language lessons, current events and other content areas. Each unit ends in a performance based assessment affording students a choice. In this class, students are asked to work in purposeful groups to demonstrate an ability to engage in rich and rigorous evidence based conversations about texts. They participate in Socratic Seminars, conduct inquiry based research, participate in debates requiring them to build knowledge about the world, use evidence from sources, write synthesis, argumentative and expository essays, build their academic vocabularies, develop independence and curiosity as scholars, organize their time effectively, learn to persevere when they are struggling cognitively, meet deadlines, use strategies that help them succeed on high stakes exams and above all develop a love of literature and learning.

To build stamina, vocabulary and this love for literature, students engage in self-selected independent reading weekly, choosing texts from selections in the school library, the public library or the classroom library. The research-based practice of spending quiet time at school reading happens on days when we have a special schedule with shorter periods. Students read with a common purpose (for example: tracing the way conflicts are developing in the plot) and they journal and share so their reading sticks in their minds. Through exposure to books they pick out themselves and enjoy, along with their study of more complex texts at or above their grade band level as part of mini-lessons, they become better readers and develop stronger writing skills. Students who need extra help with the more complex texts are given differentiated ways to learn and scaffolds until they no longer need them. Students who are ready for Advanced Placement work are directed to anchor activities so that they are appropriately challenged and prepared for higher level work.

By June, 9th graders are all prepared for further focused literary study in 10th grade World Literature, and they have studied complex texts at their grade-band level, including at least one Shakespeare play. They know how to conduct research using the MLA style, avoiding plagiarism, and feel confident analyzing and synthesizing information from multiple sources.

Key Learning Objectives:

Citing textual evidence.

Supporting inferences about theme.

Analyzing the author's choices about structure.

Analyzing representations in different mediums.

Determining central ideas.

Analyzing and evaluating author's claim.

Analyze author's purpose and rhetoric.

Delineate and evaluate an argument.

Analyze seminal U.S. documents.

E1 (Fall Term, with units to be taught in this order):

Unit 1: HMH Collections Novel: Students will select from a single novel of focus from the series of HMH Collections to begin the year. Selected works include: *Of Mice and Men*; *Divergent*; *The Fault in Our Stars*; *Enrique's Journey*; *The Absolutely True Diary of a Part-Time Indian*; *Buried Onions*; *Luna*; and others in the collection. Novel study is accompanied by literary criticism about author's purpose, craft and structure and writer's moves, as well as related nonfiction about topics connected to settings and themes. Essential questions revolve around identity and how identity is shaped (and the forces that do the shaping). The students will be assessed based on related thematic essays and culminating projects.

I can understand the basics of literary elements and literary analysis.

Unit 2: HMH Collections “Sweet Sorrow”: The students will begin the second unit by reading Shakespeare’s classic *Romeo and Juliet*. Students will be exposed to dramatic readings and other selected texts: *Duty; Love’s Vocabulary; My Shakespeare; Baz Luhrmans’ Romeo + Juliet*, etc. Essential questions revolve around determining the guilt of the characters for the deaths of Romeo and Juliet. The students will be assessed based on thematic essays and a culminating mock trial for the characters.

I can understand the genre of tragedy and act in a mock trial based on the play.

Unit 3: HMH Collections Argument: With a look to the ELA Common Core Regents in January, students will spend this unit learning the basics of argumentation. Selected texts will be provided through Collections as well as any additional and outside resources that either students or teacher feel appropriate and topical. In addition, two weeks of the unit will be dedicated to the text-based analysis question posed by the ELA Regents. Essential questions will be determined based on the argumentative topic the students select (e.g. Should freedom be given? Or must it be demanded?—Collection 2).

I can understand the basics of argumentation and write my own argumentative essay.

E2 (Spring Term, with units to be taught in this order):

Unit 4: (In)Justice in Fiction: *To Kill a Mockingbird*. Students will read the perennial classic and focus on the issue of justice—both judicial and societal. Students will investigate the text in reciprocal teaching groups, each assigned a role (which rotates) to explore daily. Select students will get to travel to Broadway to see the stage adaptation—for the rest: The film version will provide the visual. The unit will end with a thematic essay and a culminating project.

I can use Cornell notes and reciprocal teaching strategies to see how Harper Lee develops the theme of justice in *To Kill a Mockingbird*.

Unit 5: HMH Collections (Select) Poetry: To celebrate the start of spring, students will dive into their favorite topic of all: Poetry! Students will read a wide-variety of poems—sonnets to free verse, slams to haikus—and engage in many poems from the Collections text and beyond! Essential questions will circle around how poets express themselves and what it means to be so open and honest. Students will also write and perform their own poems, modelled after the styles they will learn. Students will dive into poetry analysis and be responsible for presenting a poem and poet of their choosing.

I can understand the basics of poetry and poetry analysis.

Unit 6: HMH Collections Argument Review: With a look to the ELA Common Core Regents in June, students will spend part of this unit reviewing argumentation. Selected texts will be provided through Collections as well as any additional and outside resources that either students or teacher feel appropriate and topical. In addition, two weeks of the unit will be dedicated to reviewing the text-based analysis question posed by the ELA Regents. Essential questions will be determined based on the argumentative topic the students select (e.g. Does survival require selfishness?—Collection 5). Students who have passed the January ELA Regents and who are college-ready will be mentor and tutor those students who have not, and they will also be allowed to research and write an analytic essay based on a topic of their own choosing.

I can review argumentation and text-based analysis (in order to prepare for the ELA Regents).

Activities and Strategies for All Ninth Grade Units:

Speaking/Writing Process: (informational, argumentative, personal narrative); thesis statements, controlling ideas, topic sentences, evidence; Jane Schaffer paragraphs, TEAL (topic, evidence, analysis, link) for paragraph

development; Jigsaw; Socratic Seminar; Debate; Four Corners; Gallery Walk; technology support (differentiated texts from Achieve 3000 and other web-based sources), visual aids with Promethean Boards, Power point presentations, real-world pamphlets, flyers and how-to manuals, journal writing; Writing Portfolios (with goals, self-assessments, peer assessments, lists, brainstorm, seed ideas, drafts, assessments using rubrics, exemplars/models, final products); shared writing activities; silent notes; evidence of student knowledge and self-assessment of mastery of the CCLS; practice PARCC tasks/exams as available (with an eye toward taking the new CCLS aligned state exam)

Reading/Listening Process:

Mini lessons on reading comprehension strategies (making predictions, making inferences, visualizing, questioning the author); Jigsaw; Socratic Seminar; G.U.M. (grammar, usage & mechanics) taught in context; guided reading; explicit vocabulary instruction (pre-taught uniform word banks from those listed here for each unit, power academic vocabulary words, flashcards, vocabulary charades, vocabulary notebooks, Word of the Day routine, Freyer Model, LINC S), Gallery Walk; Grade Level Texts as Whole Class Study, plus “Just Right” independent reading books selected from classroom & school library

Provision for Multiple Entry Points: Anchor Activities (related to specific units, posted in rooms), Anticipation Guides (to reveal prior knowledge, interests, goals), Student self-assessments and goal-setting statements based on an introduction to the CCLS, questions and tasks based on “Depth of Knowledge” levels (a taxonomy explicitly taught to students and posted in rooms), graphic organizers for reading and writing tasks (e.g. the Frame, The Concept Diagram); accommodations from “Universal Design for Learning” (e.g. providing texts in large font and providing books on tape, video versions, adapted texts), Learning Centers for targeted skill building, learning style surveys and resultant flexible grouping, projects based on UbD “Six Facets of Understanding” to target skills and interests

Formative Assessments for All Ninth Grade Classes:

- Writing and Reading Conferencing
- Exit Tickets
- Group share-outs
- Turn & Talk
- Stop & Jot
- Fist to Five
- Cubing
- Journal Writing
- Recitation
- Debate
- DOK - Level Questions
- Quizzes
- Group Reports
- Over the shoulder observations/notes
- Writing Portfolios

9th Grade Writing/Research Focus: The ability to provide valid, relevant and well-chosen textual evidence should be the focus. All arguments advanced in seminars and in essays must be supported with documented evidence. Across a 9th grader’s school day, 80% of the writing they do should be analytical, with 70% of the reading they do consisting of nonfiction. To learn better how to document source information, freshmen are required to attend at least one orientation lesson in the library during first marking period, which serves to orient students to using the library for pleasure reading and for research. The librarians introduce techniques for documenting source material using the Modern Language Association (MLA) Style and acquaint students with the Dewey Decimal students and the layout of the library in a scavenger hunt. They also show students how to access the school’s online catalogue and how to check out Ebooks from our library. Teachers follow up with frequent reinforcement on how to document ethically and avoid plagiarism, and may take students for several

library orientations during ninth grade. Freshmen receive the school's academic policy statement, along with class contracts (to be signed by parents the first week of school).

Summative Assessments –CCLS-aligned performance assessments; Unit tests at end of each marking period (with units paced to correspond to six marking periods); Writing Portfolios; Group Projects; Research Papers (MLA)

ELA PRIORITY STANDARDS

****Key ideas are embedded in each Common Core Learning**

Standard. Students will be able to develop and demonstrate mastery

In lessons taught throughout the course.

· RL 2: Determine a theme or central idea 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; provide an objective summary of the text.

· RL 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.

· RI 6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

· RL 9: Demonstrate knowledge of foundational works, including how two or more texts from the same period treat similar themes or topics.

· RL10: Read and comprehend literature and complex texts proficiently with scaffoldings as needed at the high end of the range.

Required Texts: HMH Collections, Short Stories, Essays, Poems and Plays

Required Materials for Daily Class:

1. Notebook
2. Pencil/pen
3. Independent Reading Book
4. Work Folder

Homework:

1. The week's essay/writing assignment will be assigned every Monday and collected every Friday.
2. Late homework will be docked by 1 point for each day late.
3. Any classwork that is not completed in class becomes homework.

Subject Matter:

Writing Samples: journal writing, sentence writing strategy, paragraph writing strategy, informative essay, narrative, 5 paragraph essay

Literature: Assorted short stories, poems, novels, plays and articles.

Independent Reading:

Students will be in charge of selecting and completing independent novels of their choosing. Select Wednesdays will be dedicated to independent reading and increasing reading stamina. Students are expected to read at least 30 minutes every night for homework.

Classroom Rules:

1. Homework must be handed in on time or you will lose valuable points.
2. Participate in classroom discussions.
3. Respect your classmates, teachers, paraprofessionals, custodians, other staff, and school property.
4. Two latenesses in one week will result immediately in a call home.

Communication:

I updated all of the grades weekly on Skedula, and all students' grades can be accessed through Pupil Path. Failing students will receive phone calls home in order to improve performance.

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____