



English 9 Mystery

Standards

RI 9-10.1, RI 9-10.2, RL9-10.4, RL 9-10.5,
RL9-10.13, W9-10.2a-f

Resources

And Then There Were None on Actively Learn; And
Then There Were None mini-series (BBC on Amazon)

Competencies

Identify fallacious reasoning, exaggerated or distorted evidence

I can

I can understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Vocab

Content: alibi, red herring, plot twist, suspect, detective, motive, investigate, deduce, sleuth, mood

Academic: inferences, foreshadowing



English 9 Analysis Writing

Standards

W.9-10.1

Resources

No Red Ink

Competencies

A successful student can write informative and argumentative texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

I can

I can use valid reasoning and relevant and sufficient evidence to support a written argument.

Vocab

Content:

Academic: claim, evidence, reasoning, analysis



English 9

The Odyssey

Standards

RI.9-10.3, RI9-10.4, RI9-10.5

Resources

No Red Ink, The Odyssey on Actively Learn

Competencies

A successful student can provide an objective summary and analyze documents of historical and literary significance including how the text addresses related themes and concepts and how it interacts and builds on one another to produce a complex account.

I can

- I can extract meaning and purpose from informational text by analyzing its structure and organization.
- I can recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.
- I can understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Vocab

Content: Epic journey, Greek tragedy, hero, odyssey

Academic:



English 9

Culture & Relationships

Standards

W.9-10.3, W9-10.4, W9-10.5

Resources

Actively Learn

Competencies

A successful student can work with peers to promote civil, democratic discussions and decision-making in order to seek to understand different viewpoints.

I can

- I can create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.
- I can create texts appropriate for specific purposes, audiences, and tasks.
- I can employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.

Vocab

Content: belief systems, culture, society, values, transformation

Academic:



English 9

Synthesis Writing

Standards

W.9-10.1a , W9-10.5

Resources

No Red Ink

Competencies

Synthesize comments, claims and evidence made on all sides of an issue. , Resolve contradictions when possible.

I can

- I can use valid reasoning and relevant and sufficient evidence to support a written argument.

Vocab

Content:

Academic: synthesizing, source, argument, perspective, summarize, paraphrase, quote, evidence



English 9

Elizabethan Museum

Standards

W.9-10.2, W9-10.7, W9-10.8

Resources

Competencies

A successful student can: Respond thoughtfully to diverse perspectives

I can

- I can create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.
- I can engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.

Vocab

Content:

Academic: Elizabethan, credible sources, visual aid, placard



English 9

Romeo & Juliet

Standards

RL9-10.3, RL9-10.4, RL9-10.6, RL9-10.7,
RL9-10.9, RL9-10.11, RL9-10.13

Resources

Romeo and Juliet on Actively Learn or MyShakespeare.com;
Romeo and Juliet (Baz Luhrmann version)

Competencies

A successful student can provide an objective summary and analyze documents of historical and literary significance including how the text addresses related themes and concepts and how it interacts and builds on one another to produce a complex account.

I can

- I can analyze elements of plot as they relate to the meaning of a text.
- I can recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.
- I can recognize that different perspectives can be presented in different ways for different purposes.

Vocab

Content: tragedy

Academic:



English 9 Vocabulary

Standards

RL.9-10.11

Resources

Membean

Competencies

A successful student can interpret words and phrases as they are used in text or documents, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

I can

- I can consult reference materials to determine or clarify meanings using etymology.
- I can understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

Vocab

Content:
Academic:



English 9

Grammar & Mechanics

Standards

W.9-10.10; W.9-10.11

Resources

No Red Ink

Competencies

A successful student can interpret words and phrases as they are used in text or documents, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

I can

- I can accurately and effectively use standard English grammar and usage when writing.
- I can accurately and effectively use the mechanics of standard English for the purpose of productive communication.

Vocab

Content:
Academic: