

High School Course Description for **Honors English I**

Course Title: Honors English I

Curricular Area: English

Course Number: xxx

Length: One year

Grade Level(s): 9

Prerequisites: none

Meets a UC a-g Requirement: b

Meets NCAA Requirement: Yes

Meets High School Graduation Requirement for:
English

*****This is an honors course graded on 5 point Scale*****

Course Description

Honors English is a course built on inquiry, open-ended questions with no specific “right answer”, engagement in academic discussion, and effective articulation of their ideas and understanding. Investigating the thematic concept of coming of age, Honors English I builds concepts of self-awareness by examining the experiences of authors, speakers, and characters in a variety of complex texts and genres—from contemporary film to classic Shakespeare tragedy to popular American literature. In essence, English I is a year-long in-depth genre study—specifically, how techniques and styles develop certain genres, both print and non-print, and how language is integral in the creation of voice. Throughout, students gather evidence from texts and incorporate it in written and oral responses, including presentations using multiple forms of media. Students encounter more varied and complex writing in this grade as students write in a variety of modes including argumentative, explanatory, and narrative.

Alignment

This course is aligned to the California Common Core State Standards for English Language Arts/Literacy in History/Social Studies, Science and Technical Subjects and the California English Language Development Standards.

Instructional Materials

Required Textbook(s)

1. *SpringBoard English Language Arts Grade 9—California Edition*. The College Board (2017). ISBN:978-1-4573-0467-1

Supplemental Materials

1. *SpringBoard Writing Workshop Grade 9—California Edition*. The College Board (2017). ISBN:xxx
2. *SpringBoard Close Reading Workshop Grade 9—California Edition*. The College Board (2017). ISBN:xxx

Full Texts and Other Media

1. *Charlie and the Chocolate Factory*, directed by Tim Burton
2. *Edward Scissorhands*, directed by Tim Burton
3. *Alice in Wonderland*, directed by Tim Burton
4. *To Kill a Mockingbird*, directed by Robert Mulligan
5. *Romeo and Juliet* – Two Film Versions
6. *To Kill a Mockingbird*, by Harper Lee
7. *Romeo and Juliet*, by William Shakespeare

Web Sites

1. *SpringBoard Online*
<https://coltonjointunifiedca.springboardonline.org>

Exit Criteria

Activities

	<u>Percentage</u>
Learning Tasks/ Activities	35%
<ul style="list-style-type: none"> • (Including but not limited to meaning making, skill development, critical reading, annotations, quick writes, homework, classwork) 	
Student Applications	40%
<ul style="list-style-type: none"> • (Activities/Assignments in which students apply the learning from Learning Tasks with increasing levels of independence. Including but not limited to short writes, Socratic Seminars, Quizzes, informal presentations, Cold read, etc.) 	
Unit Culminating Tasks/ Assessments.....	25%
<ul style="list-style-type: none"> • (Including but not limited to Embedded Assessments, SpringBoard Unit Assessments, Full Writes, 	

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Extended Projects, etc.)

Total: **100%**

Development Team

This Course of Study was developed/revised in 2018 by Patricia Gonzalez (BHS), David Johnson (Wash IS), Elisabeth Sosa (GTHS), Candice Tapia (CHS), Andrew Vidal (CHS), Scott Warden (BHS), Heidi Wilson (GTHS)

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Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Annotated reading
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

Extra time or modified versions of assignments will be given. The District will provide a language assistant. Additional strategies will be developed through the Response to Intervention plans –such as:

- SDAIE strategies
- Texts/materials in first language.
- Flexible grouping
- Structured engagement
- Peer pairing
- Academic vocabulary development
- Realia

Support for Special Education Students:

Extra time or modified versions of assignments will be given. The District will provide an instructional assistant. Additional strategies will be developed through the Individual Education Plan process – such as:

- Realia
- Texts/materials in first language
- SDAIE strategies
- Flexible grouping
- Peer pairing
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Tutoring (peer & teacher)

Stretching the Lesson for GATE Students:

Differentiated curriculum will be provided to challenge the student and provide the student with opportunities to develop their identified talent. Teachers will use a variety of the following:

- Independent study supplemented with mentoring/tutoring
- Compacting
- Acceleration
- Depth & Complexity icons
- Modified texts
- Modified assignments
- Flexible grouping
- Inquiry-based Learning
- Enriched materials and learning experiences

High School Curriculum Map for **Honors English I**

Grade 9 HONORS ELA Curriculum Map Introduction

Annotated Map

The Annotated Map is the template of the English Curriculum Map filled in with annotations that clarify each section.

Per Year/ Unit Requirements—Distinguishes Honors from Core English

Each grade has determined per year and/or per unit requirements.

1. Four full text studies—one of each:
 - Drama
 - Non-fiction
 - Fiction
 - Poetry (suggestions below)
 - Major works by a single poet (e.g., *Howl*, *The Inferno*, *Paradise Lost*, “The Waste Land” etc.)
 - Collection of works by a single poet (e.g., *Leaves of Grass*, Shakespeare’s Sonnets, etc.)
 - Thematic or comparative study (e.g., specific poet(s), topic or theme, from an historical era, from specific regions or cultures, etc.)
 - Types/forms (e.g., sonnets, epic poems, ballads, etc.)
 - Major collection/anthology (e.g., *Spoon River Anthology*,
2. Writing
 - regular timed writes
 - two inquiry-based writings (suggestion AP Lang. synthesis Q1, Form B)
3. Honors portfolio with an open topic in which students reflect on their growth as a scholar
 - (Suggestion AP Lit. open topic Q3)

ELD Requirements

ELD designated will be teaching out of the designated grade level Springboard text. Texts with two asterisks on the ELA core curriculum map are shared texts with the companion ELD designated curriculum and must be included in the core instructional path. If you replace a shared text, you must collaborate with ELD teacher in developing ELD curriculum that still meets the same language outcomes as the original unit. Note: The ELD course is not designed to support ELA; rather its purpose is to develop language.

Scaffolds that are provided throughout instruction must be in place throughout assessments as well. Focus should be on gradual release in terms of preparing students to complete assessments without specific scaffolds.

Need-to-Knows

- Pacing will vary at sites.
- Unit 3 will be fluid between semesters 1 and 2.

Definitions

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- *Close reading* – multiple readings of the same text to uncover layers of meaning that lead to deep comprehension.
- *Writing process* – a recursive process that includes prewriting, drafting, editing, and revising.
- *On demand write* – writing that takes place in a set amount of time.
- *Full write* – writing that takes place over time and provides the time for editing and revising.
- *Cold read* – independent read of an unfamiliar grade level text without teacher instruction or intervention. Students may self-select/apply strategies and scaffolds.

Caveat: Living Document

This curriculum map was designed to be a living document. We are to revisit each school year to determine if any changes are needed.

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Unit One: *Coming of Age*

OVERVIEW

Starting high school is an exciting and challenging point in an individual's life. It marks students taking one step closer to adulthood. This opening unit introduces "coming of age" as the thematic focus of the year by asking students to explore fictional characters and real individuals who encounter self-defining incidents. As students interact with multiple texts, they refine their understanding of voice, review and deepen their understanding of narrative and argumentative elements, and experience key learning strategies they will apply throughout the year. Students will establish themselves as mature writers by creating an interview narrative and an argumentative essay that analyze the coming of age theme as it connects to the college experience.

UNIT OBJECTIVES AND CONTENT STANDARDS TO BE ASSESSED

Reading/ Listening Objectives

- Identify diction, syntax, imagery, and tone
- Analyze the way diction, syntax, imagery, and tone work together to convey an author's or speaker's voice
- Analyze and use rhetorical appeals and evidence to present an argument to an audience
- Identify the connection between the audience of a writing piece and the rhetorical appeals and advertising techniques used to persuade that audience. (Activities 1.16, 1.17, 1.

Content Standards

- RL.1, R.4, R.6, L.4, L.5
- R.4, R.6, R.5, L.4, L.5, R.2,
- R.2, R.3, R.6, R.8,
- R.5, R.6, W.1b

Where Assessed

- EA1, UA
- EA1, UA
- EA2,
- EA2,

Writing/Speaking Objectives

- Effectively apply the relationship between diction, syntax, and imagery in the creation of an author's voice.
- Support an inference or claim using valid reasoning and relevant and sufficient evidence.
- Describe the relationship between diction, syntax, and imagery in the creation of an author's voice
- Create and sustain arguments based on readings, research, and/or personal experience.

Content Standards

- W.2d, W.3d
- R.1, W.1a, W.1b, W.1c, W.2a, W.2b
- R.4, R.5, L.4, L.5, R.1, W.2a, W.2b
- W.1 a-e, W.4, W.5, W.6

Where Assessed

- EA1
- EA1, EA2
- EA1
- EA2

UNIT ASSESSMENT:

SpringBoard ELA Grade 9 Unit 1 Embedded Assessment #2: Argumentative Essay (produce, present, or write an argument)

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MAJOR TASKS		ESSENTIAL PRACTICES	
<ul style="list-style-type: none"> Produce, present, or write a narrative that portrays an individual's voice and reveal how his/her experience influenced his or her coming of age in detail.** 		<ul style="list-style-type: none"> Close Reading Reading Discussion Groups Collaborative Discussions Double-Entry Journal RAFT SOAPStone SMELL 	
SHARED TEXTS		SUGGESTED TEXTS	
<ul style="list-style-type: none"> Editorial: "An Early Start on College," StarTribune** Memoir Excerpt: from Always Running, by Luis J. Rodriguez** Poetry: "Race Politics," by Luis J. Rodriguez** 		<ul style="list-style-type: none"> Novel: The Kite Runner, by Khaled Hosseini Interview: Luis Rodriguez Interview Audio: Story Corp by StoryCorp.org Digital Source Zinc Learning Labs Novel: House on Mango Street, by Sandra Cisneros 	
ELD STANDARDS TO BE ADDRESSED IN INSTRUCTION			
Emerging	Expanding	Bridging	
<ul style="list-style-type: none"> PI.1 Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh- questions and responding using phrases and short sentences. PI.6a Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multi-media formats, using short sentences and a select set of general academic and domain-specific words. PI.7 Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects, with substantial support. PI.10a Write short literary and 	<ul style="list-style-type: none"> PI.1 Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas. PI.6a Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words. PI.7 Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in 	<ul style="list-style-type: none"> PI.1 Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information. PI.6a Explain ideas, phenomena, processes, and relationships within and across texts based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words. PI.7 Explain how successfully writers and speakers structure texts and use language to persuade the reader or create other specific effects, with light support. PI.10a Write longer and more detailed literary and informational texts collaboratively and 	

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<p>informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.</p> <ul style="list-style-type: none"> ● PI.11a Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support. ● PII.1 Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives. ● PII.2b Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as first, second, third) to comprehending and writing brief texts. 	<p>specific ways) or create other specific effects, with moderate support.</p> <ul style="list-style-type: none"> ● PI.10a Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register. ● PI.11a Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge. ● PII.1 Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts and narratives. ● PII.2b Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as meanwhile, however, on the other hand) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences. 	<p>independently using appropriate text organization and register</p> <ul style="list-style-type: none"> ● PI.11a Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register. ● PII.1 Apply analysis of the organizational structure of different text types to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives. ● PII.2b Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.
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** Noted items are shared with the companion ELD Designated curriculum and must be addressed in the ELA classroom. In addition, the noted texts must be included in the core instructional path.

*To anchor the unit with a single text, select an appropriate title from the SpringBoard Independent Reading List located at end of the "Planning the Unit" pages. It is recommended that teachers focus on excerpts in class rather than the full text.

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Unit Two--*Defining Style*

OVERVIEW

Regardless of our age, we have all felt the intrigue of a great story. This unit reveals the qualities of a great story through a close examination of the unique style of some very notable authors and directors. In this unit, students examine the ways in which authors of short stories use story elements to build complex ideas and make connections to how directors use cinematic techniques for effect—all to heighten the reader’s and viewer’s interest. By analyzing literature from various genres, students come to understand the effects of unique stylistic choices made by authors and directors and apply that understanding to writing a narration of a real or imagined event or experience and to writing a style analysis essay.

UNIT OBJECTIVES TO BE ASSESSED

Reading/Listening Objectives	Content Standards	Where Assessed
<ul style="list-style-type: none"> Identify specific elements of an author’s style 	<ul style="list-style-type: none"> R.1, R.4, R.6, L.4, L.5 	<ul style="list-style-type: none"> EA1, EA2, UA
<ul style="list-style-type: none"> Analyze texts to determine how stylistic effects are achieved by a writer 	<ul style="list-style-type: none"> R.1, R.4, R.6, L.4, L.5 	<ul style="list-style-type: none"> EA1,
<ul style="list-style-type: none"> Analyze syntactical structure and 	<ul style="list-style-type: none"> R.5, R.2, R.3, L.3 	<ul style="list-style-type: none"> EA1, EA2,
<ul style="list-style-type: none"> Identify cinematic techniques and analyze their effects 	<ul style="list-style-type: none"> R.7, R.3, 	<ul style="list-style-type: none"> EA2
<ul style="list-style-type: none"> Analyzing literary works to understand multiple meanings 	<ul style="list-style-type: none"> R.4, L.4, L.5, R.2, R.1 	<ul style="list-style-type: none"> EA2, UA
<ul style="list-style-type: none"> Analyze elements of fiction 	<ul style="list-style-type: none"> R.1, R.2, R.3, R.4, R.5, R.6 	<ul style="list-style-type: none"> EA1, EA2
Writing/Speaking Objectives	Content Standards	Where Assessed
<ul style="list-style-type: none"> Present, produce, or write a short story 	<ul style="list-style-type: none"> W.3a-e 	<ul style="list-style-type: none"> EA1, EA2, UA
<ul style="list-style-type: none"> Use clauses to achieve specific effects 	<ul style="list-style-type: none"> L.1b 	<ul style="list-style-type: none"> EA2
<ul style="list-style-type: none"> Producing analytical compositions that introduce a complex central idea and develop it with appropriate evidence, cogent explanations, and clear transitions 	<ul style="list-style-type: none"> W.2a-f 	<ul style="list-style-type: none"> EA2, UA

UNIT ASSESSMENT:

SpringBoard ELA Grade 9 Unit 2 Embedded Assessment #1: write a short story

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MAJOR TASKS		ESSENTIAL PRACTICES	
<ul style="list-style-type: none"> Produce, present, or write a style analysis essay 		<ul style="list-style-type: none"> Write and revise to achieve stylistic maturity Develop close reading skills Reading Discussion Groups Collaborative Discussions Connect writing skills to interpretive skills in reading SIFT Levels of Questions Diffusing 	
SHARED TEXTS		SUGGESTED TEXTS	
<ul style="list-style-type: none"> Short Story Excerpt: "The Gift of the Magi" by O. Henry** Short Story Excerpt: "The Cask of Amontillado" by Edgar Allan Poe** Novel Excerpt: <i>Charlie and the Chocolate Factory</i> by Roald Dahl** 		<ul style="list-style-type: none"> Visual Text Excerpts from films based on novels Short Story: "The Cask of Amontillado," by Edgar Allan Poe "The Gift of the Magi," by O. Henry 	
ELD STANDARDS			
Emerging	Expanding	Bridging	
<ul style="list-style-type: none"> PI.1 Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh- questions and responding using phrases and short sentences. PI.5 Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support. PI.6a Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multi-media formats, using short sentences and a select set of general academic and domain-specific words. PI.8 Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a character or action as aggressive versus bold) produces nuances and different effects on the audience. PI.10a Write short literary and informational texts (e.g., an argument 	<ul style="list-style-type: none"> PI.1 Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas. PI.5 Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support. PI.6a Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words. PI.8 Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a 	<ul style="list-style-type: none"> PI.1 Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information PI.5 Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support. PI.6a Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words. PI.8 Explain how a writer's or 	

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<p>about water rights) collaboratively (e.g., with peers) and independently.</p> <ul style="list-style-type: none"> ● PII.7 Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses</i>). 	<p>character or action as aggressive versus bold) produces nuances and different effects on the audience.</p> <ul style="list-style-type: none"> ● PI.10a Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register. ● PII.7 Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared</i>). 	<p>speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.</p> <ul style="list-style-type: none"> ● PI.10a Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register. ● PII.7 Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., <i>Another issue that people may be concerned with is the amount of money that it will cost to construct the new building</i>).
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**These items are shared with the companion ELD Designated curriculum and must be addressed in the ELA classroom. In addition, the noted texts must be included in the core instructional path.

High School Curriculum Map for **Honors English I**

Unit Three--*Coming of Age in Changing Times*

OVERVIEW

In this unit, students will examine how social, cultural, geographical, and historical context can affect both the writer's construction of a text and readers' responses to it. Students will conduct and present research to understand both the setting of a full text and the context in which it was written and published. While reading the text, students will analyze literary elements in selected passages in order to discover how an author develops the overall themes of the work. Every part of any full text contributes to the whole—from the first glimpse of the person or event of focus to the last sentence the author leaves with the reader.

SpringBoard uses Harper Lee's *To Kill a Mockingbird* as the unit's vehicle. Of it, Oprah Winfrey said, "I think it is our national novel." The book's narrator, Scout Finch, reflects on her coming-of-age experiences as a young girl confronting prejudice in her own community and learning how to live in a less-than-perfect world--which drives the theme of Unit 3.

UNIT OBJECTIVES AND CONTENT STANDARDS TO BE ASSESSED

Reading/Listening Objectives	Content Standards	Where Assessed
<ul style="list-style-type: none"> Analyze how literary elements contribute to the development of a novel's/text's themes 	<ul style="list-style-type: none"> R.1, R.2, R.3, R.4, R.5 	<ul style="list-style-type: none"> EA2, UA
<ul style="list-style-type: none"> Use textual details to draw an interpretive conclusion about the meaning and value of a text 	<ul style="list-style-type: none"> R.1, R.2, R.5 	<ul style="list-style-type: none"> EA2, UA
Writing/Speaking Objectives	Content Standards	Where Assessed
<ul style="list-style-type: none"> Present findings clearly, concisely, and logically, making strategic use of digital media 	<ul style="list-style-type: none"> W.4, W.6, W.7 	<ul style="list-style-type: none"> EA1
<ul style="list-style-type: none"> Write a literary analysis, citing textual evidence to support ideas and inferences 	<ul style="list-style-type: none"> W.2a-f, R.1, R.2, W.9 	<ul style="list-style-type: none"> EA2, UA
<ul style="list-style-type: none"> Gather and Integrate relevant information from multiple sources to answer research questions 	<ul style="list-style-type: none"> SL.2, SL.4, SL.4b 	<ul style="list-style-type: none"> EA1
<ul style="list-style-type: none"> Correctly cite primary and secondary sources 	<ul style="list-style-type: none"> W.8 	<ul style="list-style-type: none"> EA1
<ul style="list-style-type: none"> Producing analytical compositions that introduce a complex central idea and develop it with appropriate evidence, cogent explanations, and clear transitions 	<ul style="list-style-type: none"> W.2a-f 	<ul style="list-style-type: none"> EA2

UNIT ASSESSMENT:

SpringBoard ELA Grade 9 Unit 3 Embedded Assessment #2: write a literary analysis essay.

- Write a passage analysis of a key scene from a novel or any text you have read in this unit.
- Annotate the text to analyze the author's use of literary elements in your selected passage.
- Write an essay explaining how the literary elements in this passage help develop the theme of the text.

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MAJOR TASKS	ESSENTIAL PRACTICES
<p>1. Present research findings of the historical, cultural, social, or geographical context of a novel or a full text**</p> <ul style="list-style-type: none"> Investigate how the individuals, organizations, and events have contributed to societal change within the text. work collaboratively to create an oral presentation of your findings with multimedia support and guiding questions for your audience. 	<ul style="list-style-type: none"> Apply effective strategies and techniques in writing Close Reading Analyze literature using the language of literary analysis Reading Discussion Groups Collaborative Discussions KWHL Chart SMELL RAFT
SHARED TEXTS	SUGGESTED TEXTS
<ul style="list-style-type: none"> Letter Excerpt: from "Letter from Birmingham Jail," by Martin Luther King, Jr**. Informational Text: "Martin Luther King, Jr." by Jim Haskins** Novel Excerpt: <i>To Kill a Mockingbird</i> (Chapter 4 and 20), by Harper Lee** 	<ul style="list-style-type: none"> Novel: <i>To Kill a Mockingbird</i> by Harper Lee

ELD STANDARDS

Emerging	Expanding	Bridging
<ul style="list-style-type: none"> PI.1 Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh-questions and responding using phrases and short sentences. PI.3 Negotiate with or persuade others in conversations using learned phrases (e.g., <i>Would you say that again? I think . . .</i>), as well as open responses to express and defend opinions. PI.5 Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support PI.6a Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, 	<ul style="list-style-type: none"> PI.1 Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas. PI.3 Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using a growing number of learned phrases (<i>I see your point, but . . .</i>) and open responses to express and defend nuanced opinions. PI.5 Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support. PI.6a Explain ideas, phenomena, processes, and text relationships (e.g., 	<ul style="list-style-type: none"> PI.1 Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information. PI.3 Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and I haven't thought about that before. However . . .</i>), and open responses to express and defend nuanced opinions. PI.5 Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and

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<p>presented in various print and multi-media formats, using short sentences and a select set of general academic and domain-specific words.</p> <ul style="list-style-type: none"> ● PI.9 Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas. ● PI.10a Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently. 	<p>compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multi-media formats, using short sentences and a select set of general academic and domain-specific words.</p> <ul style="list-style-type: none"> ● PI.9 Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register. ● PI.10a Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register. 	<p>complex questions that show thoughtful consideration of the ideas or arguments, with light support.</p> <ul style="list-style-type: none"> ● PI.6a Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words. ● PI.9 Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and understanding of register. ● PI.10a Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.
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**These items are shared with the companion ELD Designated curriculum and must be addressed in the ELA classroom. In addition, the noted texts must be included in the core instructional path.

High School Curriculum Map for **Honors English I****Unit Four--Exploring Poetic Voices****OVERVIEW**

Poetry most poignantly conveys the power of language—the power of words, phrases, structure, and images to convey emotion and ideas. In this unit, students study classic and contemporary poetry that offers diverse perspectives on the coming-of-age theme. By reading strategically, writing creative and explanatory responses, collaborating in diverse groups, and performing oral interpretation, students deepen their understanding of the function and effect of poetic techniques in writing.

Students learn to appreciate language as a matter of craft by researching a poet, emulating style, and developing a signature style in their own poetry. By studying language intensely and writing in their unique voices, students will contribute to the literary community.

UNIT OBJECTIVES AND CONTENT STANDARDS TO BE ASSESSED

Reading/ Listening Objectives	Content Standards	Where Assessed
<ul style="list-style-type: none"> Develop the skills and knowledge to analyze and craft poetry 	<ul style="list-style-type: none"> R.1, R.2, R.3, R.4, R.5, L.4, L.5 	<ul style="list-style-type: none"> EA 1
<ul style="list-style-type: none"> Analyze the function and effects of figurative language 	<ul style="list-style-type: none"> R.4, R.5, L.4, L.5, L.3, R.1, R.2 	<ul style="list-style-type: none"> EA 1, EA 2
<ul style="list-style-type: none"> Identify literary devices and annotate to provide insightful analysis 	<ul style="list-style-type: none"> R.1, R.2, R.3, R.4, R.5 	<ul style="list-style-type: none"> EA 1, EA 2
Writing/ Speaking Objectives	Content Standards	Where Assessed
<ul style="list-style-type: none"> Write original poems that reflect personal voice, style, and an understanding of poetic elements 	<ul style="list-style-type: none"> W.2b, W.2c, W.2d, L.5 	<ul style="list-style-type: none"> EA 1
<ul style="list-style-type: none"> Present an oral interpretation of a poem 	<ul style="list-style-type: none"> SL.4a, SL.6 	<ul style="list-style-type: none"> EA 2 EA 1, EA 2
<ul style="list-style-type: none"> Write a style analysis essay 	<ul style="list-style-type: none"> W.2a-f 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Include a thoughtful, insightful introduction. 	<ul style="list-style-type: none"> W.2a 	<ul style="list-style-type: none"> EA 1
<ul style="list-style-type: none"> Include explanatory reflection about the purpose, creative process, challenges, and use of symbolic visuals. 	<ul style="list-style-type: none"> W.2a-f 	<ul style="list-style-type: none"> EA 1
<ul style="list-style-type: none"> Use connotative words, figurative language, and compelling verbs to reinforce theme and achieve specific effects. 	<ul style="list-style-type: none"> W.2d, L.5 	<ul style="list-style-type: none"> EA 1
<ul style="list-style-type: none"> Provide all required elements: creative cover page and title, complete table of contents, and complementary visuals 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> EA 1

UNIT ASSESSMENT:

SpringBoard ELA Grade 9 Unit 4 Embedded Assessment #2: analyzing and presenting a poet**

- Produce, present, or write a style- analysis for a poet’s collected works and provide an interpretation of a specific poetry piece.

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MAJOR TASKS		ESSENTIAL PRACTICES	
<ul style="list-style-type: none"> ● SpringBoard ELA Grade 9 Unit 4 Embedded Assessment #2: poetry anthology <ul style="list-style-type: none"> ○ Create a poetry anthology that will include an introduction to the collection, seven or eight original poems with complementary visuals, and a reflection that explains the style and content of the work presented.** 		<ul style="list-style-type: none"> ● Close Reading ● Reading Discussion Groups ● Collaborative Discussions ● TWIST 	
SUGGESTED TEXTS		SUGGESTED TEXTS	
<ul style="list-style-type: none"> ● Poetry: <ul style="list-style-type: none"> “Identity” by Julio Noboa Polanco** “Hanging Fire” by Audre Lorde** “Prayer to the Pacific” by Leslie Marmon Silko** 			
ELD STANDARDS			
Emerging	Expanding	Bridging	
<ul style="list-style-type: none"> ● PI.1 Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh- questions and responding using phrases and short sentences. ● PI.5 Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support. ● PI.6a Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multi-media formats, using short sentences and a select set of general academic and domain-specific words. ● PI.8 Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as aggressive versus bold) produces nuances and different effects on the audience. ● PI.10a Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently. ● PII.7 Condense ideas in a few basic 	<ul style="list-style-type: none"> ● PI.1 Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas. ● PI.5 Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support. ● PI.6a Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words. ● PI.8 Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and 	<ul style="list-style-type: none"> ● PI.1 Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information. ● PI.5. Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support. ● PI.6a Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words. ● PI.8 Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying 	

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<p>ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses</i>).</p>	<p>different effects on the audience.</p> <ul style="list-style-type: none"> ● PI.10a Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register. ● PII.7 Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared</i>). 	<p>connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.</p> <ul style="list-style-type: none"> ● PI.10a Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register. ● PII.7 Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., <i>Another issue that people may be concerned with is the amount of money that it will cost to construct the new building</i>).
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Unit Five--*Coming of Age on Stage*

OVERVIEW

It is fitting that students end the year with one of the most widely read coming-of-age texts, Shakespeare's *Romeo and Juliet*. Opportunities to hear and speak Shakespeare's language, view filmed interpretations, and collaboratively interpret scenes of Shakespeare and his play will enable students to gain a deeper understanding of and appreciation for Shakespeare's works. Analyzing the text to prepare for performing a scene will enhance students' ability to read a challenging text. They will also read related informational texts, research diverse viewpoints about the play, and write an argument for or against the tragedy's merit as a relevant, timeless drama worthy of study.

UNIT OBJECTIVES AND STANDARDS TO BE ASSESSED

Reading/ Listening Objectives	Content Standards	Where Assessed
<ul style="list-style-type: none"> Analyze the representations of key scenes in text, film, and other mediums 	<ul style="list-style-type: none"> R.7, R.3, R.6, R.9 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> Analyze how an author uses rhetoric to advance purpose 	<ul style="list-style-type: none"> R.1, R.5, R.6 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> Observe textual detail carefully and draw an interpretive conclusion about the meaning and value of a piece of writing. 	<ul style="list-style-type: none"> R.2, R.3, R.5, R.9 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> Conduct research to answer questions and gather evidence. 	<ul style="list-style-type: none"> R.1, W.7, W.8, W.9 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> Critically analyze structure, style, and themes of imaginative literature 	<ul style="list-style-type: none"> R.1, R.2, R.3, R.4, R.5 	<ul style="list-style-type: none"> •
Writing/ Speaking Objectives	Content Standards	
<ul style="list-style-type: none"> Cite textual evidence to support analysis of a dramatic text 	<ul style="list-style-type: none"> W.1b, W.2b, R.1 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> Write an argument to support a claim 	<ul style="list-style-type: none"> W.1a-e 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> Use a wide-ranging vocabulary with attention to accurate denotation and purposeful connotation 	<ul style="list-style-type: none"> L.3, L.5, L.6, W.2d 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> Create and sustain arguments based on readings, research, and/or personal experience 	<ul style="list-style-type: none"> W.1a-f, W.7 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> Collaborate with peers on an interpretative performance 	<ul style="list-style-type: none"> SL.4, SL.5, SL.1a, R.2, R.6 	<ul style="list-style-type: none"> •

UNIT ASSESSMENT:

SpringBoard ELA Grade 9 Unit 5 Embedded Assessment #2 Writing a Synthesis Argument**

Compose an argument. Evaluate research and gather evidence from a variety of sources. Synthesize and cite your evidence in an argumentative essay that maintains a formal style and tone appropriate to your audience and purpose, and uses rhetorical appeals.

MAJOR TASKS

- SpringBoard Embedded Assessment #1 Work collaboratively to interpret, rehearse, and perform [present] a scene. Provide textual evidence and commentary on the planned interpretation. Write an evaluative reflection.

ESSENTIAL PRACTICES

- Move effectively through the stages of the writing process
- Close Reading
- Reading Discussion Groups
- Collaborative Discussions
- SIFT
- SOAPStone

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	<ul style="list-style-type: none"> ● TWIST
SHARED TEXTS	SUGGESTED TEXTS
<ul style="list-style-type: none"> ● Article: “On Love and War, Iraq Learns from Shakespeare” by Shelina Zahra** ● Article: “Why It’s Time to Give the Bard the Heave-Ho!” by Brandon Robshaw** ● Drama: Romeo and Juliet Act 3: Scene 1 by William Shakespeare** 	

ELD STANDARDS TO BE ADDRESSED IN INSTRUCTION

Emerging	Expanding	Bridging
<ul style="list-style-type: none"> ● PI.1 Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh- questions and responding using phrases and short sentences. ● PI.3 Negotiate with or persuade others in conversations using learned phrases (e.g., <i>Would you say that again? I think . . .</i>), as well as open responses to express and defend opinions. ● PI.5 Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support. ● PI.6a Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multi-media formats, using short sentences and a select set of general academic and domain-specific words. ● PI.10a Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently. 	<ul style="list-style-type: none"> ● PI.1 Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas. ● PI.3 Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using a growing number of learned phrases (<i>I see your point, but . . .</i>) and open responses to express and defend nuanced opinions. ● PI.5 Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support. ● PI.6a Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words. ● PI.10a Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently 	<ul style="list-style-type: none"> ● PI.1 Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information. ● PI.3 Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and I haven’t thought about that before. However . . .</i>), and open responses to express and defend nuanced opinions. ● PI.5 Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support. ● PI.6a Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a

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	by using appropriate text organization and growing understanding of register.	variety of detailed sentences and a range of general academic and domain-specific words. <ul style="list-style-type: none">● PI.10a Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.
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<end>