



Mountain Range High School
12500 Huron Street • Westminster, CO 80234
Office: (720) 972-6300 • Fax: (720) 972-6529
<http://www.mountainrange.adams12.org>



English 9

School Year	2020-2021	Teacher Name	
Office		Website	
Phone		Email Address	

Unit One - Remote Instruction

ELA Grade 9 ONWARD UNIT (10-15 days): Building Community and Reviewing our Learning

Summary Statement: In this unit, students will review, practice, and acquire key skills from the final unit of grade 8 and the initial unit of grade 9. During this unit, students and teachers will also work together to build a positive classroom community and individual relationships in a remote learning setting.

RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9.4 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 and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

W.8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Grade 9 will also incorporate the Florida Virtual Learning platform facilitated through Schoology to guide instruction during remote learning. More information to follow.

Course Name	English 9
Course Description	In this course, students will explore their own cultural identities as well as the cultural identities of people from around the world through the study of literature both within and outside the United States. They will also understand how experiences and cultural expectations shape attitudes. Students will solve problems, analyze language, and provide supporting evidence in order to communicate clearly in both writing and speaking.

Unit of Study	Approximate Timeline of Unit	<p align="center">Primary Text(s) with Descriptions from Amazon.com and notation of mature content</p> <p align="center"><i>**9th grade texts listed below with common units, but novels may be taught during any of the 9th grade units.</i></p>	Text(s) support students with the following assessments:	Targeted Date of Assessment
<p align="center">Unit 1: Analyzing & Developing Narratives</p>	<p align="center">27-30 Days</p>	<p><i>9th Grade English Anthology - Various authors</i> includes a selection of short pieces, poetry, speeches and essays.</p> <p><i>The House on Mango Street – Sandra Cisneros</i> Acclaimed by critics, beloved by readers of all ages, taught everywhere from inner-city grade schools to universities across the country, and translated all over the world, <i>The House on Mango Street</i> is the remarkable story of Esperanza Cordero. Told in a series of vignettes – sometimes heartbreaking, sometimes deeply joyous – it is the story of a young Latina girl growing up in Chicago, inventing for herself who and what she will become. Few other books in our time have touched so many readers. (Sexual Content, Profanity)</p> <p><i>Of Mice and Men – Steinbeck</i> Over seventy-five years since its first publication, Steinbeck’s tale of commitment, loneliness, hope, and loss remains one of America’s most widely read and taught novels. An unlikely pair, George and Lennie, two migrant workers in California during the Great Depression, grasp for their American Dream. They hustle work when they can, living a</p>	<p>In this unit, readers will 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. They will also analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.</p> <p>Writers will craft narratives which engage and orient the reader; establish one or multiple point(s) of view; develop experiences or events using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines; and provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p align="center">Semester 1</p>

		<p>hand-to-mouth existence. For George and Lennie have a plan: to own an acre of land and a shack they can call their own. When they land jobs on a ranch in the Salinas Valley, the fulfillment of their dream seems to be within their grasp. But even George cannot guard Lennie from the provocations, nor predict the consequences of Lennie's unswerving obedience to the things George taught him.</p> <p><i>Of Mice and Men</i> represents an experiment in form, which Steinbeck described as “a kind of playable novel, written in a novel form but so scenically set that it can be played as it stands.” A rarity in American letters, it achieved remarkable success as a novel, a Broadway play, and three acclaimed films. (Sexual Content, Profanity, Violence)</p> <p><i>Animal Farm</i> - George Orwell As ferociously fresh as it was more than a half century ago, this remarkable allegory of a downtrodden society of overworked, mistreated animals and their quest to create a paradise of progress, justice, and equality is one of the most scathing satires ever published. As readers witness the rise and bloody fall of the revolutionary animals, they begin to recognize the seeds of totalitarianism in the most idealistic organization—and in the most charismatic leaders, the souls of the cruelest oppressors. (Violence)</p>		
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<p>Unit 2 Literary Argument: Character</p>	<p>27-30 Days</p>	<p><i>9th Grade English Anthology</i> - Various authors</p> <p><i>Of Mice and Men</i> – Steinbeck</p> <p><i>Animal Farm</i> - George Orwell</p> <p><i>The Merchant of Venice</i> – Shakespeare</p> <p><i>The Merchant of Venice</i> is one of Shakespeare’s most beautiful plays and, conversely, his ugliest. Juxtaposed within the same conceptual frame are heavenly and musical harmonies, romantic love, materialism, and racism. (Sexual Content, Profanity, Violence)</p> <p><i>The Odyssey</i> - Homer If <i>The Iliad</i> is the world's greatest war epic, <i>The Odyssey</i> is literature's grandest evocation of everyman's journey through life. Odysseus' reliance on his wit and wiliness for survival in his encounters with divine and natural forces, during his ten-year voyage home to Ithaca after the Trojan War, is at once the timeless human story and an individual test of moral endurance. (Sexual Content, Violence)</p>	<p>In this unit, readers will analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. They will also analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>Writers will apply grade 9 reading standards, drawing evidence from literary texts to craft arguments by introducing precise claim(s), developing claim(s) and counterclaims fairly, and 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.</p>	<p>Semester 1</p>
<p>Unit 3: Rhetorical Analysis of Seminal Documents</p>	<p>22-25 Days</p>	<p>Seminal Texts</p> <p>U.S. Documents of literary significance</p>	<p>In this unit, readers will 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, as well as how an author's ideas</p>	<p>Semester 1</p>

			<p>or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. They will also analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>Writers will apply grade 9 reading standards, drawing evidence from literary nonfiction to craft informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	
<p>Unit 4: Craft Analysis and Researched Presentation</p>	<p>24-27 Days</p>	<p><i>9th Grade English Anthology - Various authors</i></p> <p><i>Various resources and authors on research topics</i></p> <p><i>To Kill A Mockingbird – Harper Lee</i></p> <p>Harper Lee's Pulitzer prize-winning masterwork of honor and injustice in the deep south—and the heroism of one man in the face of blind and violent hatred, available now for the first time as an e-book. One of the best-loved stories of all time, <i>To Kill a Mockingbird</i> has been translated into more than forty languages, sold more than thirty million copies worldwide, served as the basis for an enormously popular motion picture, and was voted one of the best novels of the twentieth century by librarians across the country. A gripping, heart-wrenching, and wholly remarkable tale of</p>	<p>In this unit, readers will analyze how the author unfolds an analysis, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. They will also analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.</p> <p>Writers will conduct short research projects in order to craft informative/explanatory texts, synthesizing multiple sources on a subject; integrating information selectively to maintain the flow of ideas; and avoiding plagiarism.</p> <p>Students will present findings, making strategic</p>	<p>Semester 2</p>

		<p>coming-of-age in a South poisoned by virulent prejudice, it views a world of great beauty and savage inequities through the eyes of a young girl, as her father—a crusading local lawyer—risks everything to defend a black man unjustly accused of a terrible crime. (Sexual Content, Profanity, Violence)</p>	<p>use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p>	
<p>Unit 5: Literary Analysis: Culture and Perspective</p>	<p>30-33 days</p>	<p><i>The Kite Runner – Hosseini</i></p> <p>The New York Times bestseller and international classic loved by millions of readers. The unforgettable, heartbreaking story of the unlikely friendship between a wealthy boy and the son of his father's servant, <i>The Kite Runner</i> is a beautifully crafted novel set in a country that is in the process of being destroyed. It is about the power of reading, the price of betrayal, and the possibility of redemption; and an exploration of the power of fathers over sons—their love, their sacrifices, their lies. A sweeping story of family, love, and friendship told against the devastating backdrop of the history of Afghanistan over the last thirty years, <i>The Kite Runner</i> is an unusual and powerful novel that has become a beloved, one-of-a-kind classic. (Sexual Content, Profanity, Violence)</p> <p><i>Kaffir Boy – Mathabane</i></p> <p>Mark Mathabane was weaned on devastating poverty and schooled in the cruel streets of South Africa's most desperate ghetto, where bloody gang</p>	<p>In this unit, readers will analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. They will also analyze how an author draws on and transforms source material in a specific work.</p> <p>Writers will apply grade 9 reading standards, drawing evidence from literary texts to craft informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Semester 2</p>

		<p>wars and midnight police raids were his rites of passage. Like every other child born in the hopelessness of apartheid, he learned to measure his life in days, not years. Yet Mark Mathabane, armed only with the courage of his family and a hard-won education, raised himself up from the squalor and humiliation to cross the line between black and white and win a scholarship to an American university. (Sexual Content, Profanity, Violence)</p> <p><i>Bless Me, Ultima – Anaya</i></p> <p>Antonio Marez is six years old when Ultima comes to stay with his family in New Mexico. She is a curandera, one who cures with herbs and magic. Under her wise wing, Tony will test the bonds that tie him to his people, and discover himself in the pagan past, in his father's wisdom, and in his mother's Catholicism. And at each life turn there is Ultima, who delivered Tony into the world-and will nurture the birth of his soul. (Sexual Content, Profanity, Violence)</p> <p><i>Romeo and Juliet – Shakespeare</i></p> <p>Romeo and Juliet is a tragic play written early in the career of William Shakespeare about two teenage "star-cross'd lovers" whose untimely deaths ultimately unite their feuding households. It was among Shakespeare's most popular plays during his lifetime and, along with Hamlet, is one of his most frequently performed plays. Today, the title</p>		
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		<p>characters are regarded as archetypal "young lovers." (Sexual Content, Profanity, Violence)</p> <p><i>Falling Leaves: The Memoir of an Unwanted Chinese Daughter</i> – Mah</p> <p>Born in 1937 in a port city a thousand miles north of Shanghai, Adeline Yen Mah was the youngest child of an affluent Chinese family who enjoyed rare privileges during a time of political and cultural upheaval. But wealth and position could not shield Adeline from a childhood of appalling emotional abuse at the hands of a cruel and manipulative Eurasian stepmother. Determined to survive through her enduring faith in family unity, Adeline struggled for independence as she moved from Hong Kong to England and eventually to the United States to become a physician and writer.</p> <p>A compelling, painful, and ultimately triumphant story of a girl's journey into adulthood, Adeline's story is a testament to the most basic of human needs: acceptance, love, and understanding. With a powerful voice that speaks of the harsh realities of growing up female in a family and society that kept girls in emotional chains, <i>Falling Leaves</i> is a work of heartfelt intimacy and a rare authentic portrait of twentieth-century China. (Sexual Content, Profanity, Violence)</p>		
Unit 6: Analyzing and	29-31 Days		In this unit, readers will determine an author's	Semester 2

<p>Presenting Arguments</p>		<p><i>Lone Ranger and Tonto Fistfight in Heaven</i> - Sherman Alexie</p> <p>This work chronicles modern life on the Spokane Indian Reservation. Victor, through whose eyes we view the community, is strongly aware of Native American traditions but wonders whether his ancestors view today's Indians--mired in alcohol, violence, and an almost palpable sense of despair--with sympathy or disgust. In spite of the bleakness of reservation life, the text brims with humor and passion as it juxtaposes ancient customs with such contemporary artifacts as electric guitars and diet Pepsi. The author of two previous poetry collections, Alexie writes with grit and lyricism that perfectly capture the absurdity of a proud, dignified people living in the squalor, struggling to survive in a society they disdain. (Sexual Content, Profanity, Violence)</p> <p>Various texts</p>	<p>point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. They will also 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>Writers will conduct sustained research projects in order to craft arguments, synthesizing multiple sources on a subject; integrating information selectively to maintain the flow of ideas; and avoiding plagiarism.</p> <p>Students will present arguments, including information, findings, and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	
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Parents or students may opt out from materials with mature content by providing an email or other written request for assignment of alternate material to the instructor. The written notice should be provided to the instructor at least five school days prior to the planned commencement of the mature content so that the instructor has adequate time to identify alternative materials and instructional supports for the student. An opt-out notice provided less than five school days in advance of commencement of the material shall not preclude the students/parent from opting out but may delay the identification of alternative materials and implementation of alternative instructional supports.

For additional information regarding primary texts in alignment with Superintendent Policy 6230, the links below are intended to provide families with multiple perspectives

(The opinions and views expressed at or through these websites are the opinions of the designated authors and do not necessarily reflect the opinions or views of the classroom teacher.)

Amazon book reviews: www.amazon.com

Goodreads: www.goodreads.com

Common Sense Media: www.commonsensemedia.org

Kirkus Reviews: <https://www.kirkusreviews.com>

Thriving Family--A Focus on the Family publication: www.thrivingfamily.com/family/Media.aspx

English 9

School Year		Teacher Name	
Office		Website	
Phone		Email Address	

Grading Scale		Grade Percentages/Weights	
A	90-100	Writing and Composition (Summative Assessment)	35%
B	80-89	Reading for all Purposes (Summative Assessment)	25%
C	70-79	Language (speaking, listening, grammar, vocabulary) (Summative Assessment)	30%
D	60-69	Practice (Formative Assessment)	10%
F	59 or below		

		*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp
Assessment/Practice Proficiency Levels		
4	Advanced Understanding of the Standard	
3	Meets the Standard	
2	Approaches the Standard	
1	Does not meet the Standard	
M	Missing	

General Expectations	
<ul style="list-style-type: none"> ● Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade. ● Summative: 90% Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.) All Summative Assessments will have a score of 4, 3, 2, 1, or M. ● Formative: 10% Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc. Formative Assessments may be marked with a 4, 3, 2, 1, M, as well as an S for Satisfactory, an I for Incomplete, or a U for Unsatisfactory. ● Assessments will be graded based on teacher/district/state rubrics. ● On group projects, students will receive a grade for individual work and a group grade. ● Grades are based on achievement of Content Standards and Grade Level Expectations. 	

Students are held to the Academic Integrity Policy for Mountain Range High School.