|  |
| --- |
| **COURSE DESCRIPTION:** *This is an overview of the course. The course should be committed to the following culturally relevant, empowering, and coherence-driven tenets:* *-has students learn valuable and engaging ideas about themselves and about others. (Identity)* *-covers skills/standards that support college/career preparation, creative, and personal development. (Skills)* *-has students become smarter about academic challenges, their lives, and the world around them. (Intellect)* *-engages students about power, discrimination & oppression personally, locally, and nationally/globally (Criticality)**-allows for access, success and support both in-school and remotely (Coherent Methodology)**-allows for success and support collaboratively and independently (Diverse Platforms & Methodology)* |
| The 9th grade course will center around the development of one’s identity and their individuality being tested and challenged is part of this development. this course will use various diverse authors that will offer opportunities for students to experience similar and/or dissimilar situations so that they can explore and confront their own character in a safe distant.The curriculum has been designed to align with Common Core Standards. Therefore, opportunities will be provided to increase their ability to meet the initiative through various different types of reading materials, activities and writing assignments. This year, basic fundamental writing skills will be heavily enforced and reinforced to strength their writing skills which will also include implementing literary elements and techniques and analysis in their work. Live lessons will be executed (those who are fully remote) with the same vigor by setting up mechanisms using zoom that will emulate in person lessons as best as possible.  |
| **ENDURING UNDERSTANDINGS/QUESTIONS:** *Please state the most important ideas and/or questions for the course. Please name valuable and empowering ideas about themselves and about others. (Identity) Critical and valuable ideas about power, discrimination, oppression and authority in the material, in their lives, and in communities and the world. (Criticality)*  |
|

|  |
| --- |
| * That various things link us to family, friends, pets, and community
 |
| * There are consequences to our action that we must face
 |
| * There are wide range of ways human beings endure adversity
 |
| * Our past and our choice determines who we want to be
 |
| * All experiences contribute to who we are and who we want to become
 |

 |

|  |
| --- |
| **SPECIFIC ACADEMIC SKILLS**: *These are the most important skills for the course, including: those that support college/career preparation, creative, and personal development (Skills); and those that help students become smarter about academic challenges, their lives, and the world around them. (Intellect)* |
| * Identify main ideas / central ideas
 |
| * Identify the literary elements and technique
 |
| * Transitioning from writing summaries to analytical writing
 |
| * Write an argumentative essay citing relevant evidence
 |
| * Use context clues for unfamiliar words
 |

|  |
| --- |
| **CCL STANDARDS:** *These are the important Common Core Learning Standards (in short form) that will drive the curriculum and connect to units of study and academic skills. No need to list every one!* |
| L.9-10.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.3 -Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3.a -Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. L.9-10.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. L.9-10.4.a-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. RI.9-10.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.9-10.2-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; provide an objective summary of the text. RI.9-10.6-Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. RL.9-10.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.2-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.9-10.3-Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9-10.4-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL.9-10.6-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. SL.9-10.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.2-Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. W.9-10.1 -Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.9-10.1.a -Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. W.9-10.1.b -Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. W.9-10.2-Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.9-10.3 -Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.9-10.3.b -Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. W.9-10.3.d -Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. W.9-10.5 -Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W.9-10.6 -Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. W.9-10.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. * W.9-10.10 -Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 |

|  |
| --- |
| **ASSESSMENTS OF SKILLS/STANDARDS**: *These are the major formative and summative measures that will be used to assess student progress on the specific skills, understandings and standards listed above. Please be specific!*  |
| * Homework
 |
| * Reading comprehension quizzes
 |
| * Writing Process
 |
| * Mini-essays to Essays
 |

**UNITS OF STUDY:** *These are the titles/descriptions of the primary units covered during the course. These units should develop identity, skills, intellect, and criticality, as described above.*

|  |  |  |
| --- | --- | --- |
| 1. Short Story Unit 1 |  | 5. |
| 2. Short Story Unit 2 |  | 6. |
| 3. The Absolutely True Diary of a Part-Time Indian |  | 7. |
| 4. TBA: novel  |  | 8. |

|  |
| --- |
| **TEXTS/MEDIA:** *This is a sampling texts, media, materials covered/utilized in the course. These resources are diverse, relevant, empowering and easily accessible and usable both in-school and remotely.*  |
| Zoom, Google Classroom, books, informational texts, PowerPoint, handouts of short stories, and movie that aligned with the reading  |

|  |
| --- |
| **COURSE RULES AND GUIDELINES:** *These are the mechanisms that will manage the class and if followed result in student success for this course. These rules/guidelines should be fair, democratic, coherent, sustainable and able to implemented both in-school and remotely, collaboratively and independently.*  |
| * All homework must be hand in electronically
 |
| * All classes through Zoom: students MUST show their entire face
 |
| * Students must notify teacher immediately if having issues
 |
|  |
| * Poor work submission will be required to do again
 |

|  |
| --- |
|  **COURSE HOMEWORK POLICY:** *This is an overview of homework distribution schedule and the process for completion and collection. This policy is consistent with the school-wide policy (to-be-finalized) and hold students accountable but also supports them, and does so both in-school and remotely.*  |
| Only 3 late work allowed – must work with the teacher and/or must be done well or need to be done againHomework will be given 2-3 times a week |