ENGLISH CURRICULUM

Course Description:
Credits: 2 (required)
Grade Level: Freshman status
This is a survey course that introduces the student to a wide range of English subject areas. The study of literature includes short stories, novels, poetry and plays. Composition is an integral part of the literature program. Grammar and usage are formally studied and stressed in all aspects of speaking and writing. Speaking and vocabulary development are included.

Grade 9 Literature

Iowa Core Anchor Standard	Iowa Core Grade Level Standards	UCSD I Can Statements
Key Ideas and Details		
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	find and use examples within the text to support my analysis of the text.
		draw logical inferences from the text
2. Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.	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.	find a theme or central idea of a text
		recognize how theme is developed throughout the plot
		provide a summary of the text
3. Analyze how and why individuals, events and ideas develop and interact over the cores of a text.	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.	analyze how the character develops through the story
		analyze how the author used characterization to develop the theme and plot
		analyze how characters interact with each other throughout the story
	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	use a variety of reading strategies.
		determine importance while reading
		question while reading
		visualize while reading
		make inferences while reading
		visualize while reading
		make connections while reading
		monitor my comprehension while reading
		summarize while reading

Craft and Structure		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanindg, and analyze how specific word choices shape meaning or tone.	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).	determine connotative meaning using context clues
		determine figurative meaning using context clues
		determine denotative meaning using context clues
		analyze how word choice impacts meaning and tone
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanze) relate to each other and the whole.	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.	analyze how authors structure plots to create tonal effects (e.g. pacing, flashbacks, mystery, tension, surprise.)
6. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author take.	Analyze a particular point of view or cultural experience in a work of literature from outside the United States, drawing on a wide reading of world literature.	analyze cultural experience or point of view within a text of world literature
Range of Reading and Level of Text Complexity		
10. Read and comprehend complex literary and informational texts independently and proficiently.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Grade 9 Informational Text		
Iowa Core Anchor Standard	**Iowa Core Grade Level Standards**	**UCSD I Can Statements**
Key Ideas and Details		
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension	use a variety of reading strategies.
		determine importance while reading
		visualize while reading
		question while reading
		make inferences while reading
		make connections while reading
		summarize while reading
		monitor my comprehension while reading
	Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.	
Craft and Structure		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyuze how specific word choices shape meaning or tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	determine connotative meaning using context clues
		determine figurative meaning using context clues
		determine denotative meaning using context clues
		analyze how word choice impacts meaning and tone
		determine technical meaning using context clues
Range of Reading & Level of Text		
10. Read and comprehend complex literacy and informational texts independently and proficiently.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Grade 9 Speaking and Listening		
Iowa Core Anchor Standard	**Iowa Core Grade Level Standards**	**UCSD I Can Statements**
Presenation of Knowledge and Ideas		
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Prepare and conduct interviews.	prepare and conduct interviews

Grade 9 Language		
Iowa Core Anchor Standard	**Iowa Core Grade Level Standards**	**UCSD I Can Statements**
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	vary sentence structure and punctuate it correctly when writing.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Spell correctly.	spell correctly.
Knowledge of Language		
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.	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.	conform to the guidelines of a style manual (e.g., MLA handbook, APA handbook, etc.)

Vocabulary Acquisition		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	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.	determine the meaning of words based on their use in sentences.
	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	use a word in all its forms and proper context.
	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	use reference materials to find the pronunciation of words.
		use reference materials to clarify the meaning of words.
		use reference materials to determine the part of speech of words.
		use reference materials to determine the origin of words.
	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	confirm proper word choice.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	interpret figures of speech
		recognize why figures of speech are used in the text.
	Analyze nuances in the meaning of words with similar denotations.	differentiate between similar words.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	use accurate words to read, write, and speak coherently.
		independently determine the meaning of a word.

Grade 9 Writing		
Iowa Core Anchor Standard	**Iowa Core Grade Level Standard**	**UCSD I Can Statements**
Text Types and Purposes		
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	formulate a thesis statement.
		use effective supporting material (i.e. graphs, headings, multimedia, etc.) when appropriate.
		organize information in a way that clearly supports my thesis.
	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	recognize the difference between a reliable and unreliable source.
		evaluate audience's background knowledge regarding the topic.
		adapt material for a presentation to a particular audience.
	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	use transitions to link and clarify ideas.
	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	use key terms appropriate to the topic.
	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	maintain an objective tone throughout the writing.
		maintain a formal style throughout the writing.
	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	restate the thesis statement.
		summarize the supporting facts of the writing.

3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	write a narrative with the elements of a plot line.
		distinguish between fiction stories and nonfiction narratives
		write utilizing the elements of fiction (i.e. characterization, point of view, plot line) in narrative writing.
	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	use narrative techniques (i.e. dialogue, pacing, description, reflection, multiple plot lines) to enhance writing
	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	develop introduction, body, and conclusion of narrative writing.
		use the sequence of events to lead up to a climax and end with a resolution.
	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	choose precise words.
		use words that appeal to the senses.
	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	write a conclusion that reflects on or resolves a conflict.
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	choose the level of formality appropriate for the task, purpose, and audience of the writing
5. Develop and strengthen writing as needed by planning, revising, editing, reqriting, or trying a new approach.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	proofread, revise, and edit to improve/strengthen writing.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.	use technology to publish writing (Google docs, Word, Moodle, Powerpoint, etc.).
		use technology to produce writing including linking to other information (video, Powerpoint, hyperlinks, etc.).
		use technology to collaborate on writing (Google docs, Moodle, etc.)
Research to Building and Present Knowledge		
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	conduct purposeful research based on focused questions.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	recognize credible sources.
		incorporate information from other sources without plagiarizing.
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.	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 tasks, purposes, and audiences.	modify the writing process to match the timeframe given.