

ICS Course: English 9A/B  
Curriculum: Acellus  
Course Name: High School English I Common Core

This document addresses the full yearlong course. Students will need to complete the Acellus coursework listed (online videos, quizzes, and Special Lessons) in addition to the missing standards at the end of this document to fulfill course requirements.

**Important Note about Special Lessons:** The Special Lessons are HST graded and are not automatically calculated into the student's gradebook. Please be sure to manually calculate the Special Lessons as 30% of the student's grade.

**Unit 1: Story Elements**

Acellus online lessons 1-26  
Acellus Special lesson 20

**Unit 2: Irony**

Acellus online lessons 27-50  
Acellus Special lessons 39, 44

**Unit 3: Characterization**

Acellus online lessons 51-78  
Acellus Special lessons 59, 76

**Unit 4: Point of View**

Acellus online lessons 79-107  
Acellus Special lessons 91, 100, 105

**Unit 5: Theme**

Acellus online lessons 108-131  
Acellus Special lessons 114, 125

**Unit 6: Cause and Effect**

Acellus online lessons 132-159  
Acellus Special lessons 140, 149

**Unit 7: Literary Analysis**

Acellus online lessons 160-180  
Acellus Special lesson 168

**Unit 8: Nonfiction**

Acellus online lessons 181-206

Acellus Special lessons 185, 194

**Unit 9: Grammar & Vocabulary**

Acellus online lessons 207-228

Acellus Special lessons 217, 224

**Unit 10: Narratives**

Acellus online lessons 229-253

Acellus Special lesson 249

**Unit 11: Biographies**

Acellus online lessons 254-280

Acellus Special lesson 274

**Unit 12: Essay Writing**

Acellus online lessons 281-310

Acellus Special lessons 283, 290, 299, 306

**Unit 13: Persuasive Writing**

Acellus online lessons 311-329

Acellus Special lesson 315

**Unit 14: Rhetoric & Oral Communication**

Acellus online lessons 330-360

Acellus Special lessons 332, 343, 358

**Unit 15: Elements of Poetry**

Acellus online lessons 361-389

Acellus Special lessons 363, 366, 371, 374, 377, 382, 385

**Unit 16: Drama**

Acellus online lessons 390-417

Acellus Special lessons 400, 414

Standards and/or assignments not covered in the Acellus coursework:

- **Write an argumentative writing piece answering the essential question above, addressing the audience thoughtfully with a clear purpose, providing multiple reasons with relevant evidence for their argument, supporting each piece of evidence with sources and citations, properly citing the sources within the essay and following on the Works Cited page and will learn the importance of both the introduction and conclusion, as well as ensuring they have a strong thesis and clearly organized paper.**
- **Research Assignment - Choose a person from history or character from a reading in this unit and identify the dream, discuss the motivation for the dream, and share impact that was made from the accomplishment or work toward that dream. If choosing a historical person, students will use non-literary texts and media to conduct research.**
  - Students will use a variety of mediums (recordings, photography, art, film, television, print, etc.) to research the motivation behind and pursuit of dreams, presenting their findings and using the information researched in their informative essay, which shared the impact of someone's dreams.
  - Analyze a document (such as newspaper or magazine article), identifying the purpose of different text features, such as headings, subheadings, and asterisks.
  - Student will give informational presentations (presentations can be conducted live or via zoom, while utilizing PowerPoint, Prezi or some form of multimedia element) that include evidence that supports a clear thesis, conveys information from primary and secondary sources clearly, use fitting vocabulary and provide a constructive conclusion that summarizes all of the main points. \*If presenting an argument, students must present an argument that supports a claim, acknowledges counterarguments, organizes and presents evidence logically, and provides a strong conclusion that continues to support the argument presented.
  - Following the presentations, students will write what they learned through the presentation and how the presentations informed their understanding of the pursuit of dreams and aspirations. Finally, students will have a short discussion, giving constructive feedback to other groups or asking any questions brought up by the presentations.
- Students will analyze multiple paintings to evaluate how love is depicted and represented. Students will research links that explore aspects of love within works of art, including informational texts, films and a graphic novel.
- 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.
- Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other

research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.