

Course: English 9 A/B

Curriculum: Time4Learning

Date Reviewed: April 2020

This document addresses the full yearlong course. Using T4L Chapters 1, 2, 3, 4, 5, 7, 10 & 11, (skipping Chapters 6, 8, & 9) students will complete the selected **computer-graded assignments**, selected **teacher-graded** Odyssey Writer assignments, and Supplemental Work. Scoring Guides and instructions are embedded within the Odyssey Writer assignments.

T4L Computer-Graded Lessons & Activities	T4L Teacher-Graded Odyssey Writer/Writing to Complete	Supplemental Work
Chapter 1: Plot and Setting Gift of the Magi The Occurrence at Owl Creek Bridge Rules of the Game To Build a Fire The Writing Process	OW 1: Dictionary Graphic Organizer OW 3 (Prompt 2): Comprehension; Analyze Text OW 4(Prompt 1): Conclusion Based on Foreshadowing OW 5: Text References OW 6: Idioms OW 7: Connections; Character Analysis OW 11(Prompt 1): Author’s Stylistic Devices OW 12 (Prompt 1): Description; Character Response	
Chapter 2: Character The Open Window Thank You Ma’am The Necklace Shirley Chisholm Biography & Speech Communication: Analyze a Speech	OW 21(Prompt 1): Support Opinions with Evidence from Text Writing: Personal Narrative	
Chapter 3: Theme and Conflict The Most Dangerous Game The Cask of Amontillado Analyzing Internal and External Conflict in a Story		Complete ICS English 9 Outline: Unit 4- Assignment Option 1: 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.
Chapter 4: Narrator and Voice The Slump The Yellow Wallpaper The Bean Eaters I Know Why the Caged Bird Sings, excerpt Communication: Persuasive Speech-B. Jordan	OW 33: Effect of Monologue OW 36: Character Analysis; Justify Position OW 37: Interpret Character and Setting Writing: Persuasive Essay	
Chapter 5: Novel: Old Man and the Sea* Background, Parts 1-6	OW 40: Prediction OW 44: Perceived Nuances	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).
Chapter 7: Nonfiction Media Comparison The Message of Gandhi Martin Luther King, Jr. Speeches: Gandhi and MLK Business Letter	OW 70: Analyze Speech	
Chapter 10: Research Read Chapter Lessons only		Complete ICS English 9 Outline: Unit 3-Research Assignment**
Chapter 11: Novel: Farewell to Manzanar* Background, Parts 1-7	OW 97: Character Analysis; Cultural Differences	

***Students are required to obtain a copy of the novel assigned in this chapter.**

****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.