

Honors English 9

Instructors:

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This ninth grade survey course stresses the foundations of reading, writing, speaking, language, grammar, research, and study skills. Students study various genres, authors, themes, and writing processes as they progress throughout the course. Students practice the strategies needed to master various types of assessment to meet the state of Maine's high school graduation requirement and the Hermon School Department's graduation requirements.

Graduation Standards (the number of the standard is referenced in the performance indicators listed in each unit):

Standard 1: Reading Comprehension

Read and comprehend appropriately complex literary and informational texts independently and proficiently.

Standard 2: Reading Interpretation

Interpret, analyze, and evaluate appropriately complex literary and informational texts.

Standard 3: Writing Arguments

Write clear and coherent arguments for a range of tasks, purposes, and audiences.

Standard 4: Writing Informative and Narrative Texts

Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences.

Standard 6: Writing Research

Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standard 7: Speaking and Listening Discussion

Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively.

Standard 8: Speaking and Listening Presentation

Present information, findings, and supporting evidence, conveying a clear and distinct perspective.

Unit 1**Authorial Voice and the Interview Narrative**

Summary Over the course of this unit, students will learn about the elements that make up authorial voice (diction, syntax, tone, etc.). They will read a variety of pieces and both analyze and evaluate the author's use of voice and the impact the voice has on the reader. Thematically, students will all read pieces that deal with the concept of "coming of age." Through this process, students will explore voice and the coming of age theme. Finally, students will conduct an interview about post-secondary education and how the experience shapes a person's coming of age, and create an interview narrative that conveys a unique voice.

Performance
Indicators
Assessed
in Unit

STANDARD 4: WRITING INFORMATIVE AND NARRATIVE TEXTS:

- A. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Unit 2**Crafting an Argument**

Summary Through this unit, students will review the rhetorical appeals of ethos, pathos, and logos and the way they work together to support an argument. From there, students will write an essay of argumentation about the value of a college education. Student will assert a precise claim, support it with reasons and evidence, and acknowledges and refute counterclaims fairly. Honors students

will also read and identify rhetorical appeals in a nonfiction memoir. They will then write a rhetorical analysis determining the author’s purpose and evaluating how effective he/she was in achieving it.

Performance Indicators Assessed in Unit **STANDARD 3: WRITING ARGUMENTS:**
 A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims.
 B. Develop claim(s) and counterclaims fairly and thoroughly.
 C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 D. Establish and maintain a formal style and objective tone.
 E. Provide a concluding statement or section that follows from and supports the argument presented.

Unit 3 Themes in Memoir

Summary In this unit, students will select a topic relevant to a whole-class memoir. Students will use teacher-provided materials to gather and summarize research on the topic, and then create an annotated bibliography that demonstrates their research. After completion of the frontloading assessment, students will read the class memoir, tracking the development of two or more themes. Throughout the text, students will engage in student facilitated conversations.

Performance Indicators Assessed in Unit **STANDARD 1: READING COMPREHENSION:**
 A. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD 2: READING INTERPRETATION:
 A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain.
STANDARD 4: WRITING INFORMATIVE AND NARRATIVE TEXTS:
 A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
 B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
STANDARD 6: WRITING RESEARCH:
 A. Collect relevant information from multiple print and digital sources.
STANDARD 7: SPEAKING AND LISTENING DISCUSSION:
 A. Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 B. Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence.

Unit 4 Analyzing Figurative Language

Summary Through this unit, students will learn how to identify and analyze similes, metaphors, hyperboles, and personification. After practicing with short texts, students will analyze the figurative language used in a song of their choice.

Performance Indicators Assessed in Unit **STANDARD 1: READING COMPREHENSION:**
 D. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.

Unit 5 Romeo and Juliet

Summary Through this unit students will analyze similarities and differences between a written text and two

film adaptations. Students will interpret an author's writing style and structure and imitate it from a different persona.

Performance Indicators Assessed in Unit **STANDARD 2: READING COMPREHENSION:**
D. Evaluate content and multiple sources of information presented in diverse media and formats to interpret literature, address a question, or solve a problem.
F. Integrate information from diverse sources including foundational US documents into a coherent understanding of an idea or event noting discrepancies and agreement among sources.
STANDARD 8: SPEAKING AND LISTENING PRESENTATION:
B. Use appropriate organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal tasks.
D. Adapt speech to a variety of contexts and tasks

Unit 6 Delivering a Demonstrative Speech

Summary In this unit, students will identify the qualities of an effective demonstrative speech. After selecting a topic of their choice, they will put together a 3-5 minute demonstrative speech to deliver in front of the class.

Performance Indicators Assessed in Unit **STANDARD 8: SPEAKING AND LISTENING PRESENTATION:**
B. Use appropriate organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal tasks.
STANDARD 4: WRITING INFORMATIVE TEXTS:
A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
E. Use appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify the relationships among complex ideas and concepts, and build toward a particular outcome.