

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



English

SCP & Honors English 9: Perspectives

Course Descriptions

Honors: This full-year course is for students who have demonstrated advanced reading and writing skills in middle school. Understanding of abstract concepts and the ability to apply inferential thinking to literature are requirements of this class. Through the study of various literary forms, students consider the complexity of the human condition, as well as the many factors that lead people to see the world through different perspectives. An emphasis on analytical and persuasive writing will prepare students to articulate their own perspective in a clear and cogent manner.

SCP: This full-year course is divided into two components: literature and composition. Through the study of various literary forms, students consider the many factors that make one individual's perspective different from another's. Additionally, students pursue an understanding of inferential thinking and how it is applied to literature. An emphasis on analytical and persuasive writing will prepare students to articulate their own perspective in a clear and cogent manner.

Reading & Writing Skills

READING

MA Curriculum Frameworks Standards RL.1-RL.10

- Cite strong and thorough textual evidence
- Determine a theme or central idea
- Analyze development of complex characters
- Determine figurative or connotative meanings of words and phrases
- Analyze how an author's choice creates effect
- Analyze character's point of view
- Analyze a critical response to a work or body of literature
- Analyze how an author draws on or transforms source material
- Independently and proficiently read and comprehend literary texts

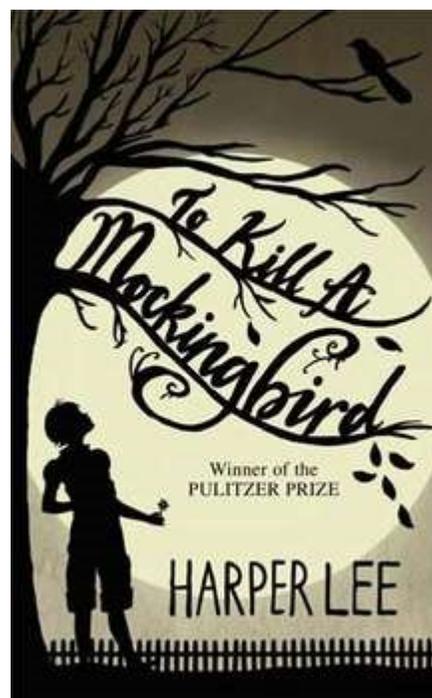
MA Curriculum Frameworks Standards RI.1-RI.3

- Cite strong and thorough textual evidence
- Determine a central idea
- Analyze how an author unfolds an analysis

WRITING

MA Curriculum Frameworks Standards W.1-W.6

- Write arguments
- Write informative/explanatory texts
- Write narratives
- Produce clear and coherent writing
- Develop and strengthen writing
- Use technology to display information



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Language, Speaking, & Listening Skills

SPEAKING & LISTENING

MA Curriculum Frameworks Standards SL.1-SL.6

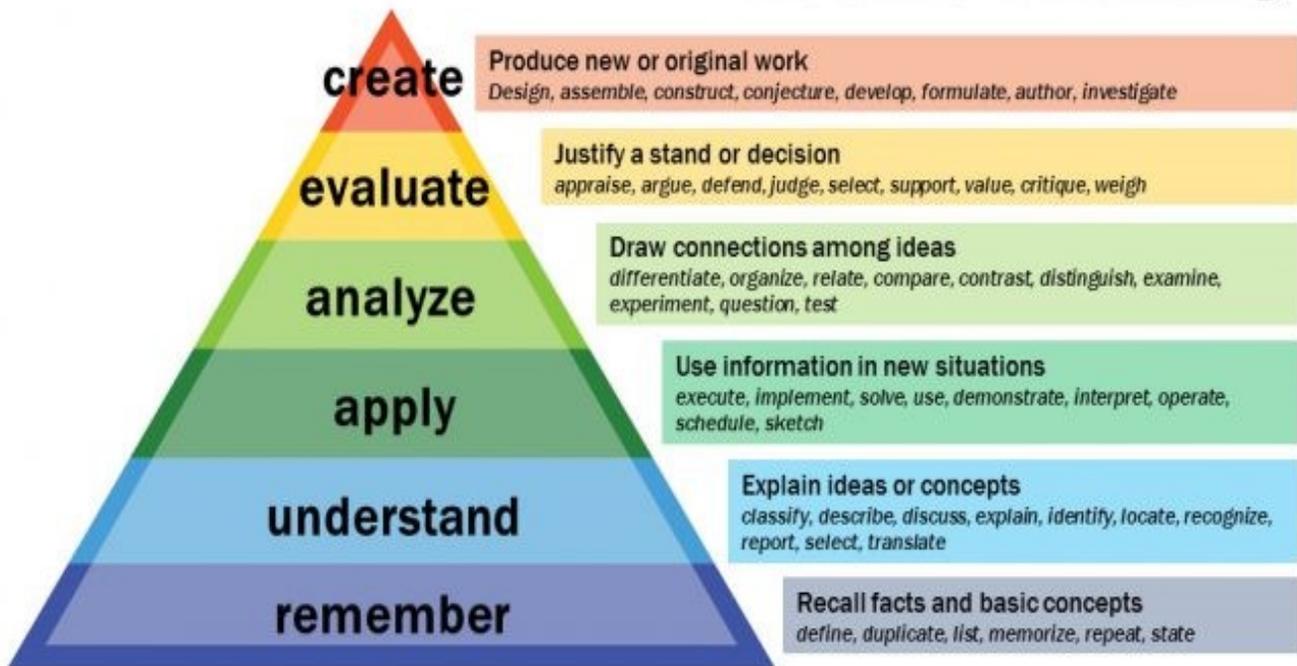
- Initiate and participate effectively in collaborative discussions
- Integrate multiple sources of information
- Evaluate a speaker's point of view
- Present information and evidence clearly and concisely
- Make strategic use of digital media
- Adapt speech to a variety of contexts and tasks

LANGUAGE

MA Curriculum Frameworks Standards L.1-L.6

- Demonstrate command of standard English grammar conventions & usage in writing
- Apply knowledge of language to understand how language functions
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases
- Demonstrate an understanding of figurative language
- Acquire and use grade-appropriate words

Bloom's Taxonomy



Units	Essential Questions	Key Activities <u>MAY include...</u>
Perspectives: Course introduction (SCP & Honors)	<ul style="list-style-type: none"> • What forces and factors are at work in shaping one’s perspective? • What is the value in seeing from multiple perspectives? • What forces challenge one’s way of thinking? • What are the benefits and/or repercussions of introducing a new way of thinking? 	<ul style="list-style-type: none"> • Analysis of optical illusions • Group discussions about point of view (ongoing throughout year) • Written reflections
<i>Fahrenheit 451</i> (Honors summer reading)	<ul style="list-style-type: none"> • In what ways do books and reading foster intellectual development and the pursuit of knowledge? • What are the values and consequences of advances in technology on society? • What is censorship’s relationship to the First Amendment? 	<ul style="list-style-type: none"> • Vocabulary exercises • Thematic intertextual and/or text-to-world project • Written responses to current articles relevant to essential questions
Rhetoric and Persuasion (SCP & Honors)	<ul style="list-style-type: none"> • What are the rhetorical appeals and how are they used? • Why is knowledge and use of rhetoric essential in a democracy? • In persuasion and debate, why is it important to understand another perspective? 	<ul style="list-style-type: none"> • Analysis of rhetorical argument • Formulation of an original persuasive argument • Research and presentation on logical fallacies • Quote incorporation exercises
Short Stories (SCP & Honors)	<ul style="list-style-type: none"> • How is the journey of Plato’s escaped prisoner applicable to fictional stories and real-life situations? • In what way is the experience of intellectual enlightenment often paradoxical? • How are literary devices used to make meaning in literature? 	<ul style="list-style-type: none"> • Connecting “Allegory of the Den” to short stories • Close reading • Vocabulary exercises • Quote incorporation exercises • Open response questions • Literary analysis essay
<i>To Kill a Mockingbird</i> (SCP & Honors)	<ul style="list-style-type: none"> • What forces and factors shape the development of prevailing notions about race, class, gender, etc.? • What are the limitations and insights provided by a given narrative point of view? • What factors shape one’s definition of courage and the development of conscience? • How does a person advocate for and create social change? 	<ul style="list-style-type: none"> • Close reading • Vocabulary exercises • Character and/or theme project • Persuasive and/or literary analysis essay

Units	Essential Questions	Key Activities <u>MAY</u> include...
<i>Macbeth</i> (SCP & Honors)	<ul style="list-style-type: none"> • What are the responsibilities of those in power, and how can power become corruptive? • Under what circumstances is ambition an asset and/or a flaw? • In what ways can appearances be deceiving? 	<ul style="list-style-type: none"> • Close reading • Vocabulary exercises • Dramatic reading and/or scene reenactment • Character or theme project • Persuasive and/or literary analysis essay
<i>Of Mice and Men</i> (SCP only)	<ul style="list-style-type: none"> • How do identity traits correlate to societal position and power? • What is the role of hopes and dreams in our lives? • What factors influence one's perception of justice? • What roles do friendship & loneliness play in our lives? 	<ul style="list-style-type: none"> • Close reading • Vocabulary exercises • Character analysis • Persuasive and/or literary analysis essay
<i>The House on Mango Street</i> (SCP only)	<ul style="list-style-type: none"> • How does genre affect our perception of a story? • How does a person's culture shape one's perspective? 	<ul style="list-style-type: none"> • Close reading • Vocabulary exercises • Vignette project
<i>A Midsummer Night's Dream</i> (Honors only)	<ul style="list-style-type: none"> • What are some of Shakespeare's timeless themes that apply to contemporary literature and life? • What are common elements of Shakespearian drama? • How does a work reflect the historical period in which it was written and set? • How can motifs function to develop a theme? 	<ul style="list-style-type: none"> • Close reading • Dramatic reading and/or scene reenactment • Character or theme project • Persuasive and/or literary analysis essay
<i>A Tale of Two Cities</i> (Honors only)	<ul style="list-style-type: none"> • How does a serialized format influence a reader's experience? • How are syntactical and literary devices used to make meaning? • In what ways can point of view help to shape a narrative? • What is the difference between revenge and justice? • How does a work reflect the historical period in which it was written and set? 	<ul style="list-style-type: none"> • Close reading • Character or theme project • Practice of syntactical devices

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Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.

Activities

Activities identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The activities identified may function as formative and summative assessments. Other activities may be included. Complexity of activities varies by course level.

Close Reading

Close reading is observation, interpretation, and critical analysis of a text that focuses on significant details or patterns in order to develop a deep and relevant understanding. Close reading involves annotating, note-taking, and a concentrated effort.

Analysis

Analysis is examining the parts of visual or written text in order to understand the whole text and author’s purpose. Analytical writing requires defending an original argument (thesis) and supporting it with evidence and insight in order to make meaning and arrive at understanding.