

Independent School District of Boise City

Language Arts – Accelerated English 9

District Course #0710

Course Description

Open to: 9 One Year Course

Prerequisite: English 8

Accelerated English 9 students will participate in advanced curriculum enhanced with critical thinking skills, independent study projects, research skills and higher-level writing experiences.

Adopted Materials

Allen, Janet, et al, eds. *Literature (9)*. Evanston, IL: McDougal Littell, 2008

Course Title English 9	District Reference 0709
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Instructional Objective 0710.1 Acquire concepts about text	Standard Reference 9.LA.1.2 Reading Process
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No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Analyze the structure and format of various informational documents.	Year-long	DWA, TMA, EOC, ISAT
2	Identify the text characteristics of different genres of literature.	Year-long	DWA, TMA, EOC, ISAT

Instructional Objective 0710.2 Vocabulary and concept development	Standard Reference 9.LA.1.8 Reading Process
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No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Use knowledge of Greek and Latin roots, prefixes, and suffixes to analyze the origin and meaning of unknown words.	Year-long	ISAT
2	Use context analysis to determine the meanings of unfamiliar words.	Year-long	EOC, ISAT

Instructional Objective 0710.3 Acquire strategies and skill for comprehending text	Standard Reference 9.LA.2.1 Comprehension/Interpretation
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No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
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1	Synthesize the content from several sources on a single issue; compare and contrast ideas to demonstrate comprehension.	Quarter 3, 4	TMA, EOC
2	Apply reading strategies to self monitor for comprehension.	Year-long	TMA, EOC
3	Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.	Year-long	DWA, TMA, Common Assignment, ISAT
Instructional Objective 0710.4 Acquire skills to comprehend expository text		Standard Reference 9.LA.2.2 Comprehension/Interpretation	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Identify the thesis, evidence, and argument in informational texts (e.g., newspaper editorials and campaign speeches).	Quarter 3, 4	DWA, EOC, ISAT, TMA
2	Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).	Year-long	TMA, EOC, ISAT, DWA
3	Evaluate an author's argument or defense of a claim by examining the relevance and comprehensiveness of evidence.	Year-long	EOC, TMA, ISAT
Instructional Objective 0710.5 Acquire skills for comprehending literary text		Standard Reference 9.LA.2.3 Comprehension/Interpretation	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Read and respond to literature from a variety of genres.	Year-long	EOC, TMA, Common Assignment, ISAT
2	Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.	Year-long	EOC, TMA
3	Evaluate the importance of the setting to the mood and meaning of the text.	Quarter 1, 3	EOC, TMA
4	Explain the author's point of view and interpret how it influences the text.	Quarter 1, 3	EOC, TMA
5	Compare and contrast themes across works of prose, poetry, and drama.	Year-long	EOC, TMA, ISAT, Common assignment

6	Analyze significant literary devices including irony and symbolism.	Year-long	Common assignment, EOC, TMA
7	Compare and contrast authors' style on the basis of such elements as word choice and sentence complexity.	Quarter 2	DWA, TMA

Instructional Objective		Standard Reference	
0710.6 Acquire prewriting skills		9.LA.3.1 Writing Process	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Generate ideas using a variety of strategies.	Year-long	TMA
2	Generate a main idea or thesis appropriate to a type of writing.	Year-long	TMA, EOC, DWA, Common Assignment
3	Apply organizational strategies to plan writing.	Year-long	TMA, EOC, DWA, Common Assignment
4	Match format to purpose and audience.	Year-long	TMA, EOC, DWA, Common Assignment
5	Produce a piece of writing within a set period of time.	Year-long	DWA, EOC, TMA, Common Assignment
Instructional Objective		Standard Reference	
0710.7 Acquire skills for writing a draft		9.LA.3.2 Writing Process	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Use the ideas generated and organized through prewriting to write a draft.	Year-long	DWA, EOC, TMA, Common Assignment
2	Sequence ideas in a cohesive, meaningful order.	Year-long	DWA, EOC, TMA, Common Assignment

Instructional Objective 0710.8 Acquire skills for revising a draft		Standard Reference 9.LA.3.3 Writing Process	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Revise draft for meaning, clarity, and effective organization.	Year-long	DWA, EOC, TMA, Common Assignment
2	Add relevant details and delete irrelevant or redundant information.	Year-long	DWA, EOC, TMA, Common Assignment
3	Use transitional words and phrases to clarify meaning and improve organization.	Year-long	DWA, EOC, TMA, Common Assignment
4	Use a variety of sentence structures to improve sentence fluency and enhance style.	Year-long	DWA, EOC, TMA, Common Assignment

5	Use literary models to refine writing style.	Year-long	DWA, EOC, TMA, Common Assignment
6	Conference with others to improve writing.	Year-long	DWA, EOC, TMA, Common Assignment

Instructional Objective 0710.9 Acquire skills for editing a draft		Standard Reference 9.LA.3.4 Writing Process	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Use editing marks to indicate errors in conventions.	Year-long	DWA, EOC, TMA, Common Assignment
2	Edit for correct punctuation, spelling, grammar, and usage errors.	Year-long	DWA, EOC, TMA, ISAT, Common Assignment

Instructional Objective		Standard Reference	
0710.10 Acquire skills to publish writing		9.LA.3.5 Writing Process	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Publish improved draft.	Quarter 3, 4	DWA, EOC, TMA, Common Assignment
2	Share writing with intended audience.	Quarter 2	DWA
3	Use appropriate technology to produce a final draft.	Year-long	TMA

Instructional Objective		Standard Reference	
0710.11 Acquire expressive (narrative/creative) writing skills		9.LA.4.1 Writing Application	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Write reflective autobiographical narratives or short stories that explore the significance of personal experiences and communicate the significance of events.	Quarter 1	TMA, Common Assignment
2	Write original creative works including prose and poetry.	Quarter 1, 2	TMA, Common Assignment

Instructional Objective		Standard Reference	
0710.12 Acquire expository (informational/ research) writing skills		9.LA.4.2 Writing Application	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.	Year-long	DWA, EOC, TMA, Common Assignment
2	Write a research report that includes a thesis, provides relevant support, and documents sources.	Quarter 3, 4	TMA
3	Write technical or scientific text that identifies a sequence of activities or processes.	Quarter 2	TMA

Instructional Objective		Standard Reference	
0710.13 Acquire persuasive writing skills		9.LA.4.3 Writing Application	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Write persuasive compositions that organize ideas and evidence in a sustained and effective fashion.	Quarter 3, 4	TMA, Common assignment

Instructional Objective 0710.14 Acquire skills for literary response		Standard Reference 9.LA.4.4 Writing Application	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Write responses to literature that demonstrate an understanding of the significant ideas of literary works.	Year-long	EOC, Common Assignment, TMA
2	Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.	Year-long	EOC, Common Assignment, TMA

Instructional Objective 0710.15 Acquire skills for sentence structure		Standard Reference 9.LA.5.3 Writing Components	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Apply correct and varied sentence types in writing.	Year-long	DWA, EOC, TMA, Common Assignment
2	Edit for agreement, word usage, and fluency.	Year-long	DWA, EOC, TMA, Common Assignment

Instructional Objective 0710.16 Acquire skills for using conventions		Standard Reference 9.LA.5.4 Writing Components	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure.	Year-long	DWA, EOC, TMA, Common Assignment
2	Demonstrate in writing the correct use of punctuation and capitalization.	Year-long	DWA, EOC, TMA, Common Assignment

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 9
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Goal 1.1: Acquire Concepts About Print

No objectives at this grade level.

Goal 1.2: Acquire Concepts About Text

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.1.2.1 Analyze the structure and format of various informational documents.
- 9.LA.1.2.2 Identify the text characteristics of different genres of literature.

Goal 1.3: Acquire Phonological Awareness Skills

No objectives at this grade level.

Goal 1.4: Acquire Decoding Skills Using Word Parts

No objectives at this grade level.

Goal 1.5: Acquire Decoding Skills Using Syllabication

No objectives at this grade level.

Goal 1.6: Acquire Decoding Skills Using Context

No objectives at this grade level.

Goal 1.7: Acquire Fluency

No objectives at this grade level.

Goal 1.8: Vocabulary and Concept Development

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.1.8.1 Use knowledge of Greek and Latin roots, prefixes, and suffixes to analyze the origin and meaning of unknown words.
- 9.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words.

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of

classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Goal 2.1: Acquire Strategies and Skill for Comprehending Text

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.2.1.1 Synthesize the content from several sources on a single issue; paraphrase ideas to demonstrate comprehension.
- 9.LA.2.1.2 Apply reading strategies to self monitor for comprehension.
- 9.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.

Goal 2.2: Acquire Skills to Comprehend Expository Text

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.2.2.1 Identify the thesis, evidence, and argument in informational texts (e.g., newspaper editorials and campaign speeches).
- 9.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).
- 9.LA.2.2.3 Evaluate an author's argument or defense of a claim by examining the relevance and comprehensiveness of evidence.

Goal 2.3: Acquire Skills for Comprehending Literary Text

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.2.3.1 Read and respond to literature from a variety of genres.
- 9.LA.2.3.2 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.
- 9.LA.2.3.3 Evaluate the importance of the setting to the mood and meaning of the text.
- 9.LA.2.3.4 Explain the author's point of view and interpret how it influences the text.
- 9.LA.2.3.5 Compare and contrast themes across works of prose, poetry, and drama.
- 9.LA.2.3.6 Analyze significant literary devices including irony and symbolism.
- 9.LA.2.3.7 Compare and contrast authors' style on the basis of such elements as word choice and sentence complexity.

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas including prewriting using organizational strategies, drafting for content, and editing for correct use of writing components.

Goal 3.1: Acquire Prewriting Skills

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.3.1.1 Generate ideas using a variety of strategies.
- 9.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.
- 9.LA.3.1.3 Apply organizational strategies to plan writing.
- 9.LA.3.1.4 Match format to purpose and audience.
- 9.LA.3.1.5 Produce a piece of writing within a set period of time.

Goal 3.2: Acquire Skills for Writing a Draft

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.
- 9.LA.3.2.2 Sequence ideas in a cohesive, meaningful order.

Goal 3.3: Acquire Skills for Revising a Draft

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.
- 9.LA.3.3.2 Add relevant details and delete irrelevant or redundant information.
- 9.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.
- 9.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.
- 9.LA.3.3.5 Use literary models to refine writing style.
- 9.LA.3.3.6 Conference with others to improve writing.

Goal 3.4: Acquire Skills for Editing a Draft

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.3.4.1 Use editing marks to indicate errors in conventions.
- 9.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.

Goal 3.5: Acquire Skills to Publish Writing

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.3.5.1 Publish improved draft.
- 9.LA.3.5.2 Share writing with intended audience.
- 9.LA.3.5.3 Use appropriate technology to produce a final draft.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on expository writing that can be applied to all content areas.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.4.1.1 Write reflective autobiographical narratives or short stories that explore the significance of personal experiences and communicate the significance of events.
- 9.LA.4.1.2 Write original creative works including prose and poetry.

Goal 4.2: Acquire Expository (Informational/ Research) Writing Skills

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.
- 9.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources.
- 9.LA.4.2.3 Write technical or scientific text that identifies a sequence of activities or processes.

Goal 4.3: Acquire Persuasive Writing Skills

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.4.3.1 Write persuasive compositions that organize ideas and evidence in a sustained and effective fashion.

Goal 4.4: Acquire Skills for Literary Response

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.4.4.1 Write responses to literature that demonstrate an understanding of the significant ideas of literary works.
- 9.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of an author's style.

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify the correct use of major conventions.

Goal 5.1: Acquire Handwriting Skills

No objectives at this grade level.

Goal 5.2: Acquire Spelling Skills

No objectives at this grade level.

Goal 5.3: Acquire Skills for Sentence Structure

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.5.3.1 Apply correct and varied sentence types in writing.
- 9.LA.5.3.2 Edit for agreement, word usage, and fluency.

Goal 5.4: Acquire Skills for Using Conventions

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure.
- 9.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.

Standard 6: Communication

Goals and objectives for this standard included in Grade 9-12 Speech.