



# Xavier High School Micronesia 9th Grade English Skills Curriculum

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# UBD

**Materials/Resources (Please specify if these are distributed to each individual student, given to groups of students, posted online for all students, or just to be used by teacher):**

- Each student required to have an English folder/binder and an English 1 subject notebook (must be separate from other notebooks)
- Articles published online (Actively Learn & NewsELA are great sources for this)
- Novels distributed by Literature teacher
- [Sadlier Vocabulary \(Level D Units 1-15 on Quizlet\)](#), distributed to students through Google Classroom
- Use of projector, bluetooth speaker, computer lab, and students' personal devices
- Google Classroom
- Graphic organizers from the [teacher resource website](#)
- *The Xavier High School Writing Style Manual* (available on the [teacher resource website](#))
- \*optional- [Holt Textbook](#) (PDF in instructional materials on the [teacher resource website](#))

## **Major Topics Covered/ Units:**

- Vocabulary- [Sadlier Level D Units 1-15 on Quizlet](#) (incorporated into all units throughout the school year)
- First Two-Three Weeks of School
  - Note-taking strategies
  - Professional written communication (via Google Classroom, Remind, email, etc.)
  - Avoiding Plagiarism
  - Using Google Suite for class
    - Google Drive
    - Google Docs
    - Google Slides
    - Google Sheets
    - Google Classroom
    - Google Sites
- Unit 1: Writing conventions in the *Xavier High School Writing Style Manual*
  - Parts of Speech
  - Parts of a Sentence
  - Active vs. Passive Voice
  - Present, Past, and Future Tense
  - Independent Clauses, Dependent Clauses, Introductory Clauses, and Conjunctions
  - Use of commas, semicolons, and colons

- Using Specific Adjectives
- Appropriate Use of 1st, 2nd, and 3rd person pronouns
- Underlining, Italicizing, and Quotation Marks for Titles
- Unit 2: Incorporating Evidence into Writing
  - Distinguishing direct evidence from indirect evidence
  - Introducing sources and putting them into appropriate context
  - Incorporating direct evidence from a source into a sentence and citing it properly in MLA format
  - Incorporating indirect evidence from a source into a sentence and citing it properly in MLA format
  - Types of evidence to support a claim (listed in the *Xavier High School Writing Style Manual*)
    - Textual evidence
    - Facts
    - Expert testimony
    - Statistics
    - Anecdotal evidence
  - Selecting the appropriate type of evidence to support a claim
  - Evaluating whether or not an author effectively uses evidence to support a claim in a grade-appropriate piece of writing
  - Distinguishing when an in-text citation is needed for indirect evidence
- Unit 3: Paragraph Structure
  - Writing outlines of paragraphs before writing them (using outlines of students' own design or graphic organizers on the [teacher resource website](#))
  - Writing topic sentences which answer a prompt and make a claim
  - Writing at least four sentences of analysis which connects the evidence cited to the claim in the topic sentence
  - Identifying the audience and tone of a grade-appropriate piece of writing (news article, magazine article, etc.)
  - Writing in a formal tone appropriate for the subject and audience matter while using grade-appropriate vocabulary
- Unit 4: Types of paragraphs
  - Persuasive
  - Informative
  - Compare & Contrast
  - Literary Analysis
  - Response paragraphs (responding to an argument in another piece of writing)
- Unit 5: Presentations and Public Speaking
  - Oratory Technique
    - Tone, pacing, appropriate body language
    - Appropriate use of media and aesthetic decoration in Google Slides Presentations

- Using the types of evidence to effectively support a claim in a presentation
- Creating and giving a Google Slides Presentation (based on a piece of writing the student has produced) which makes and supports a claim

**Goals Students Will Meet/Skills Students Will Develop by the end of the year (must be measurable by assessments):**

- Vocabulary- [Sadlier Level D Units 1-15 on Quizlet](#) (incorporated into all units)
  - Students will be able to define grade appropriate vocabulary words and use them in proper context.
- First Two-Three Weeks of School
 

Students will be able to take notes that they can use to recall information, and prepare for a quiz or test.

  - Students will be able to communicate in a professional and appropriate manner with peers, Xavier teachers, and members of administration via email, Google Classroom, and the Remind app.
  - Students will be able to identify plagiarism, and name strategies for avoiding it while completing schoolwork.
  - Students will be able to organize their schoolwork using folders in Google Drive.
  - Students will be able to create documents, slide presentations, and websites using Google Docs, Google Slides, Google Sheets, and Google Sites.
  - Students will be able to collaborate with peers and teachers on Google Docs, Google Slides, Google Sites, and Google Sheets via sharing, editing/suggesting mode, and comments.
  - Students will be able to turn in assignments, review their grades, and review class materials in Google Classroom.
- Unit 1: Writing conventions in the *Xavier High School Writing Style Manual*
  - Students will be able to identify the 8 parts of speech, and use them appropriately in a sentence.
  - Students will be able to construct sentences correctly using the parts of a sentence.
  - Students will be able to distinguish between active and passive voice.
  - Students will write full sentences in active voice.
  - Students will be able to distinguish between present, past, and future tense; and use these tenses appropriately in full sentences.
  - Students will be able to identify independent clauses, dependent clauses, introductory clauses, and conjunctions.
  - Students will be able to turn dependent clauses into full sentences.
  - Students will be able to use introductory clauses and conjunctions appropriately in full sentences.
  - Students will correctly use commas, semicolons, and colons in full sentences.
  - Students will use punctuation to correctly convey meaning in a sentence.
  - Students will use specific adjectives to convey precise meaning in a sentence.
  - Students will correctly identify 1st, 2nd, and 3rd person pronouns.
  - Students will use 1st, 2nd, and 3rd person pronouns correctly in appropriate contexts.
  - Students will correctly underline, italicize, or place in quotation marks the titles of various works (books, articles, movies, etc.).
- Unit 2: Incorporating Evidence into Writing

- Students will distinguish between direct evidence and indirect evidence.
- Students will be able to introduce a source and give context which establishes why the source is appropriate to use.
- Students will be able to incorporate direct evidence from a source into a sentence and cite it properly in MLA format.
- Students will be able to incorporate indirect evidence from a source into a sentence and cite it properly in MLA format.
- Students will correctly identify the different types of evidence (listed in the *Xavier High School Writing Style Manual*) used to support a claim in another piece of writing.
- Students will be able to read another piece of writing, and articulate in writing whether or not the author effectively used the types of evidence to support their claim
- Students will effectively use the different types of evidence (listed in the *Xavier High School Writing Style Manual*) to support a claim.
- Students will be able to identify when an in-text citation is needed and when it isn't for indirect evidence.
- Unit 3: Paragraph Structure
  - Students will be able to write outlines of paragraphs before writing them (using outlines of students' own design or graphic organizers on the teacher resource website).
  - Students will be able to write topic sentences which answer a prompt and make a claim.
  - Students will be able to select appropriate direct or indirect evidence from a source which supports the claim in the topic sentence.
  - Students will be able to provide proper context for both indirect and direct evidence so that it is clear how the evidence is relevant to the claim in the topic sentence.
  - Students will be able to incorporate and cite both direct and indirect evidence from a source into a sentence in order to support the claim in the topic sentence.
  - Students will be able to write at least four sentences of analysis which connect the evidence cited to the claim in the topic sentence.
  - Students will be able to identify the audience and tone of a grade-appropriate piece of writing (news article, magazine article, etc.).
  - Students will be able to write a paragraph in active voice, and in a formal tone appropriate for both the subject matter and audience while using grade-appropriate vocabulary.
- Unit 4: Types of paragraphs
  - Students will be able to write persuasive paragraphs which convince an audience to support a specific action; and which use proper paragraph structure, an appropriate tone for the target audience, and grade-appropriate vocabulary.
  - Students will be able to write informative paragraphs to inform an audience about a topic, and use proper paragraph structure, an appropriate tone for the target audience, and grade-appropriate vocabulary.
  - Students will be able to write compare and contrast paragraphs which support a specific claim regarding the differences or similarities between two things; and which use proper paragraph structure, an appropriate tone for the target audience, and grade-appropriate vocabulary.

- Students will be able to write literary analysis paragraphs which make a claim about the purpose of a piece of literature, and which use proper paragraph structure, an appropriate tone for the target audience, and grade-appropriate vocabulary.
- Students will be able to write a response paragraph which responds to the argument in another piece of writing, and makes a claim about how effectively the author of that writing supports their argument; these paragraphs will use proper paragraph structure, an appropriate tone for the target audience, and grade-appropriate vocabulary.
- Unit 5: Presentations and Public Speaking
  - Students will be able to identify different types of oratory technique while reading/watching a grade-appropriate speech.
  - Students will develop appropriate tone, pacing, and body language while speaking publicly.
  - Students will effectively incorporate media and aesthetic decorations in a presentation which engage the audience and work to support a claim.
  - Students will use the different types of evidence (listed in the *Xavier Writing Style Manual*) to support a claim in a presentation.
  - Students will use their own writing as the basis to create and give a Google Slides Presentation which makes and supports a claim.

**Assessments/Projects:** Paragraph writing quizzes (in-class quizzes in which students write and turn in a paragraph that the teacher grades using the Analysis Paragraph Rubric), homework assignments, vocabulary quizzes, tests, in-class essays (students are given a prompt and source material- article, poem, etc .- and must outline + write 1-3 paragraphs responding to the prompt using the source material as evidence), presentations, classwork

## Quarterly Breakdown

### Quarter 1

- Vocabulary- [Sadlier Level D Units 1-15 on Quizlet](#)
- First Two-Three Weeks of School
  - Note-taking strategies
  - Professional written communication (via Google Classroom, Remind, email, etc.)
  - Avoiding Plagiarism
  - Using Google Suite for class
    - Google Drive
    - Google Docs
    - Google Slides
    - Google Sheets
    - Google Classroom
    - Google Sites
- Unit 1: Writing conventions in the *Xavier High School Writing Style Manual*
  - Parts of Speech
  - Active vs. Passive Voice
  - Present, Past, and Future Tense
  - Independent Clauses, Dependent Clauses, Introductory Clauses, and Conjunctions
  - Use of commas, semicolons, and colons
  - Using Specific Adjectives
  - Appropriate Use of 1st, 2nd, and 3rd person pronouns
  - Underlining, Italicizing, and Quotation Marks for Titles

### Quarter 2

- Unit 2: Incorporating Evidence into Writing
  - Distinguishing direct evidence from indirect evidence
  - Introducing sources and putting them into appropriate context
  - Incorporating direct evidence from a source into a sentence and citing it properly in MLA format
  - Incorporating indirect evidence from a source into a sentence and citing it properly in MLA format
  - Types of evidence to support a claim (listed in the *Xavier High School Writing Style Manual*)
    - Textual evidence
    - Facts
    - Expert testimony
    - Statistics
    - Anecdotal evidence
  - Distinguishing when an in-text citation is needed for indirect evidence
- Unit 3: Paragraph Structure
  - Writing outlines of paragraphs before writing them (using outlines of students' own design or graphic organizers on the [teacher resource website](#))
  - Writing topic sentences which answer a prompt and make a claim
  - Writing at least four sentences of analysis which connects the evidence cited to the claim in the topic sentence
  - Identifying the audience and tone of a grade-appropriate piece of writing (news article, magazine article, etc.)

	<ul style="list-style-type: none"> <li>○ Writing in a formal tone appropriate for the subject and audience matter while using grade-appropriate vocabulary</li> </ul>
<p><u>Quarter 3</u></p> <ul style="list-style-type: none"> <li>● Unit 4: Types of paragraphs (likely to continue into Quarter 4)             <ul style="list-style-type: none"> <li>○ Persuasive</li> <li>○ Informative</li> <li>○ Compare &amp; Contrast</li> <li>○ Literary Analysis</li> <li>○ Response paragraphs (responding to an argument in another piece of writing)</li> </ul> </li> </ul>	<p><u>Quarter 4</u></p> <ul style="list-style-type: none"> <li>● Finish Unit 4</li> <li>● Unit 5: Presentations and Public Speaking             <ul style="list-style-type: none"> <li>○ Oratory Technique                 <ul style="list-style-type: none"> <li>■ Tone, pacing, appropriate body language</li> <li>■ Appropriate use of media and aesthetic decoration in Google Slides Presentations</li> <li>■ Using the types of evidence to effectively support a claim in a presentation</li> </ul> </li> <li>○ Creating and giving a Google Slides Presentation (<u>based on a piece of writing the student has produced</u>) which makes and supports a claim</li> </ul> </li> </ul>



## Unit Summaries

### Vocabulary

Vocabulary is not its own separate unit, but should be incorporated into all English units throughout the year. Xavier does not have vocabulary workbooks for each student, but the entire Sadlier Vocabulary series is available free of charge through [quizlet.com](https://quizlet.com). You can make a quizlet account using your Xavier Google account. From there you can access the vocab words in each unit and post sets for students to view on Google Classroom. It would be wise to devote one class period per week to vocabulary review activities/games. Short vocabulary activities can make a useful class warm-up/bell-ringer activity (e.g. “write a short story about a dog in the next five minutes using at least 4 vocabulary words”). A good system for distributing vocabulary would be to post the vocabulary sets before class begins on Thursday/Friday (whichever is your last class period of the week), assign the students to copy the words in their English notebooks as a homework grade before class on Monday/Tuesday (whichever is your first class period of the following week). The first class period of the week can then be dedicated to vocabulary activities, and a short vocabulary quiz (20 min) can be a quiz grade at the end of the week. Quizlet, Kahoot, Jeopardy (there is a blank jeopardy board on the teacher resource website), and other group games are all great vocabulary activities.

### First 2-3 Weeks of School

First one-two class periods should be for introductions and syllabus review. During these weeks, students will require step by step instruction in how to use Google Classroom, Gmail, Google Docs, Sheets, Slides, Kami for editing PDFs, etc. Most of them will have never used these tools before in their grade schools, so it will be the first time they have used these tools in the classroom. This is where teachers should emphasize that all assignments will be completed in Google Drive through the use of docs, sheets, slides, etc. Students can set up their Google drive to function offline on their devices when they do not have internet access (particularly useful for the girls). The technology tutorials page of the teacher resource website has many videos demonstrating how to use Google both on and offline, as well as on both a computer and a smartphone. Spend some time in these weeks having students get comfortable using these tools. Good class activities during this time would be to have students practice turning in an assignment on Google Classroom (maybe a short introduction of themselves), and you can leave comments/make edits on their Google doc that they have to review and respond to so that they get used to using Google Classroom for these purposes. A good group activity to practice collaborating in Google would be for students to get into groups and make one Google Slides presentation that they have to share with each other, and introduce one another to the class with their presentation. Teachers should also lay out technology policies during this time period (personal cell phones are prohibited and can be confiscated if the teacher sees students using them, devices are only open when the teacher gives permission, etc.) Teachers should also lay out communication policies during this time (if you want to have set office

hours when students can come see you, “Ms./Mr. \_\_\_\_\_ will respond to messages on Remind from 9am-8pm” etc.). Students should also practice professional email etiquette during this time. Have students practice writing emails during this time period. Lessons on the definition of plagiarism, and note-taking are needed during this time period as well.

### Unit 1: Writing conventions in the *Xavier High School Writing Style Manual*

While admittedly not the most exciting topic, many of our students speak additional languages besides English and require much clarification on the grammatical rules of written English. All of the topics in this unit are covered in the *Xavier High School Writing Style Manual*, and teachers are of course also free to add and cover grammar topics that are not listed but which they believe would be helpful for students. The electronic version of the Holt Textbook is available on the teacher resource website, and contains many skills worksheets/assignments that students can complete. Teachers can post the textbook in Google Classroom, and students can download the textbook on their device- or teachers can simply screenshot the activity they want students to complete, convert the screenshot into a PDF, and Creating notes about these concepts for students to copy and study using Google Slides or Nearpod is effective classroom instruction for these topics. There are also many worksheets and resources available online that would serve as good classwork or homework activities ([here](#) and [here](#) are a few examples). Gamification would also be an effective tool here (students LOVE games and competition). Kahoot and the games on Nearpod etc. would be great classroom activities for practicing these concepts. You can also create fun games in which students have to use grammatical concepts (writing short stories, performing skits/making videos). Don't be afraid to get creative here- whatever gets Xavier students writing and practicing using these concepts correctly is a good thing. Major assessments are likely to be in test format. Other assessments may include quizzes, classwork, and homework assignments.

### Unit 2: Incorporating Evidence into Writing

There is much on this topic in the *Xavier High School Writing Style Manual*, including definitions for direct and indirect evidence, and the various ways of incorporating and citing evidence into sentences. For freshmen, this unit should focus on: direct vs. indirect evidence, incorporating direct evidence into a sentence, introducing a source in a sentence (establishing author, date, genre- e.g. “J.K. Rowling, author of the Harry Potter series, says “...” ), citing sources in MLA format (focus on novels, news articles, and online articles/websites), using indirect evidence in a sentence and knowing when indirect evidence needs a citation, identifying the different types of evidence (listed in the *Xavier High School Writing Style Manual*), and selecting appropriate direct or indirect evidence to support a claim. **During freshman year, teachers should be providing students with sources to cite in paragraphs as students have not yet learned how to conduct research on their own.** When it comes to building writing skills, Xavier students require **explicit step by step instruction**. Color-coded “how to” writing notes (how to incorporate direct evidence, how to write a paragraph, etc.) can be found on the teacher resource website in the Writing Resources tab. An example of these types of notes is linked [here](#). Students should practice

identifying the claim of a piece of writing, and identifying the types of evidence that the author uses to support that claim. Students should also practice writing and speaking/arguing about whether or not the author effectively uses the different types of evidence to support that claim. A worksheet for 9th graders that can be used over and over again to help students break down the claim and evidence in a piece of writing is linked [here](#) and can be found on the teacher resource website in the Writing Resources tab. Actively Learn (video about how to use it linked [here](#)) is a free resource that can provide teachers with many examples of grade-appropriate texts and articles. If you choose not to have students make Actively Learn accounts and use it online, you can still pull articles and either print them or post them on Google Classroom for students. [NewsELA](#) is also a great free resource for gathering grade-appropriate news articles and reading material for students. With their own NewsELA accounts, students can read articles (at a level of difficulty you select), annotate, and answer questions. If you choose not to use NewsELA digitally, you can still copy and paste the articles in Google Docs to distribute digitally on Google Classroom or print. Reading and identifying claim, evidence, and effectiveness of evidence are skills Xavier students need to practice over and over again. Major assessments are likely to be in test format. Other assessments may include quizzes, classwork, and homework assignments.

### Unit 3: Paragraph Structure

This unit should begin with instruction in basic paragraph structure. **During freshman year, teachers should be providing students with sources to cite in paragraphs as students have not yet learned how to conduct research on their own.** When it comes to building writing skills, Xavier students require **explicit step by step instruction**. Color-coded “how to” writing notes (how to incorporate direct evidence, how to write a paragraph, etc.) can be found on the teacher resource website in the Writing Resources tab. Review the Analysis Paragraph rubric (available on the rubrics page of the teacher resources website) with students. Students should complete at least one analysis paragraph per week for a quiz grade (a Friday/the last day of class that week would be good for this). A recommended strategy is to give a quiz every Friday/last day of class that week that is two parts: vocabulary (from Sadlier on Quizlet) and a graded twenty-point paragraph. Include a short text with your quiz that the prompt for the paragraph comes from, and that students can draw direct evidence from. **Include the analysis paragraph rubric in the Google Classroom assignment when you input grades for the quiz so you can grade all parts of the quiz in Google Classroom.** This unit is a good time to have students work on appropriate formal tone/diction for writing in school (no slang, etc.). One lesson that helps students differentiate between informal and formal writing is to present a fake problem and have students write text messages to their friends about the problem, then have them write an email to the principal about the same problem (writing/performing skits based on their writing is also fun and works well). Students will require much practice for each part of a paragraph (lots of practice just on topic sentences- answering prompt +making a claim, practice just on giving context, practice just on direct evidence, and practice just on analysis). While this sounds tedious, there are lots of ways to engage technology and make a game out of practicing writing. Having students write topic sentences that answer different “fun” prompts in Nearpod is an engaging lesson. Other useful exercises would be peer editing in which students

write a paragraph in response to a prompt and have a partner grade their paragraph using the analysis paragraph rubric. Actively Learn has many free grade-appropriate texts that can serve as the basis for prompts for analysis paragraphs, and for students to draw direct evidence from. In this unit, many lessons can be spent having students practice breaking down the claims and evidence of a text using [this worksheet](#); and then writing an analysis paragraph answering a prompt that comes from that text. Major assessments can include tests, and mini-essays in which students have to write three analysis paragraphs. Other assessments may include quizzes, classwork, and homework assignments.

#### Unit 4: Types of Paragraphs

In this unit, students will learn about the different types of writing (persuasive, informative, compare/contrast, and literary analysis). Actively Learn as well as other free articles online will have many different types of texts that students can read and break down using the [evaluating writing worksheet](#) as examples. Students will need to practice each type of writing over and over again, and draw from different texts as examples. Students can continue submitting one paragraph per week as a quiz grade, but should continue practicing breaking down texts and writing paragraphs throughout the week. **Include the analysis paragraph rubric in the Google Classroom assignment when you input grades for the quiz so you can grade all parts of the quiz in Google Classroom. During freshman year, teachers should be providing students with sources to cite in paragraphs as students have not yet learned how to conduct research on their own.** Students can be split into stations and write different paragraphs at each station, students can write paragraphs about both sides of a problem and engage in debate; do not be afraid to get creative in how you get students to practice writing and engaging with texts. It would be wise to save literary analysis for last. This part of the unit can draw from the novel students are reading in Literature class, or grade-appropriate short stories which are available online for free (Actively Learn has many of them). The *Xavier High School Writing Style Manual* lays out the steps of a literary analysis paragraph and a literary analysis essay. Literary analysis paragraphs should focus on making a claim about a work of literature (literary devices, topic, theme), and should not engage in plot summary (see the *Xavier High School Writing Style Manual* section on literary analysis writing). Students can practice writing about a short story, a poem, or a novel that they have read in Literature class, or just for English class. Major assessments can include tests, and mini-essays in which students have to write three analysis paragraphs. Other assessments may include quizzes, classwork, and homework assignments.

### Unit 5: Presentations and Public Speaking:

This is a good end of the year/wind down unit (important skills, not particularly labor-intensive, lots of room for fun and creativity). There are a lot of basic skills students need to practice (volume, tone, pacing, speaking to the audience/ not staring at the board and reading). There are many grade appropriate speeches on Actively Learn and on youtube that students can read/watch and write about what the speaker did or did not do well. Students can also practice the use of the presentation tools on Google Slides, and how to make **appropriate** use of media/aesthetics in a presentation. Students can practice group presentations as well. Students can practice identifying audience in order to take the appropriate tone/ use appropriate evidence (a fun activity here would be to have the students presenting take on a certain role, while the students who make up the “audience” play a different role). Students should also practice writing several paragraphs, and creating a presentation to convey their writing to the class. Major assessments can include tests, mini-essays in which students have to write three analysis paragraphs, and presentations. Other assessments may include quizzes, classwork, and homework assignments.