

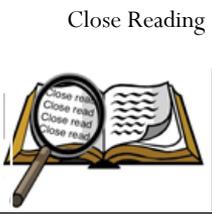
Learning Targets: I can...



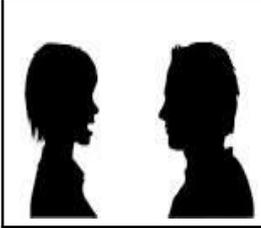
- Conduct short and long term research projects to answer and solve a problem
- Participate effectively in group discussions, expressing ideas clearly and persuasively while building on the ideas of others
- Demonstrate understanding of complex or figurative language and distinguish what is directly stated in a text from what is implied.
- Interpret figures of speech in context and analyze their role in written materials
- Write argumentative essays (thesis statements, transitions, cause/effect, compare/contrast , etc.)

Big Ideas for College and Career Readiness

Reading: *Reading multiple texts:* 1 extended informational text and 7 short texts (4 literary and 3 informational). Whatever students are reading, they must show an increasing ability to understand more from and make fuller use text and written material, including using a wider range of evidence to support analysis. When reading, students are expected to read closely and make more connections about how complex ideas interact and develop within a book, essay, or article.



Writing: *Text types, responding to reading, and research.* Writing in high school is specifically focused on students being able to write arguments to support claims in an analysis, informative/explanatory texts to examine and convey complex ideas and to write narratives to develop real or imagined experiences or events. An example of what students will write include notes, summaries, journal entries, short responses and essays.



Speaking & Listening: *Flexible communication and collaboration*
To prepare high school students for college and careers, they must learn to initiate and participate effectively in a range if collaborative discussions, integrate multiple sources of information presented in diverse media or formats, evaluate a speaker’s point of view and present information, findings, and supporting evidence clearly, concisely, and logically.



Language: *Conventions, effective use, and vocabulary*
Students learn the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. They understand words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Words to Know

Analyze, Allusion, Archetype, Epic poetry, Epic simile, Epithet, Evidence, Hero, Heroic, Couplet, Iambic Pentameter, Invocation, Interact, theme, Central Idea, Mythology ,Oral Tradition ,Cite ,Compare ,Explicit, Textual evidence, Inference, Chronological ,Narrative Thesis Statement, Motivation, Advance ,Point of View

Sample Performance Tasks

1. **Literary Texts:** After watching a movie or reading a book, play a trivia game about various characters found in the movie/text. Students should use evidence from the text to create descriptions of the characters. Students can also identify themes of various text/movies and have family members guess the story.
2. **Informational Texts:** Share a newspaper article with your child. Allow your child to provide a written summary of the article. Discuss the summary.
3. **Writing:** Have your student keep a journal for at least week. Each journal must account the details of the school day. Read the journal each day or at the end of the week and discuss voice and style (informal, formal, slang, and Standard English).
4. **Speaking & Listening:** Encourage your child to provide an interesting oral summary of a recent movie or television program viewed.
5. **Language:** Articulate! Ask your child a question: Who do you consider a hero and why? Time the student for 3 minutes while they answer the question. They must speak in complete sentences without saying “um.”

How Can You Help Your Child?

Learning goes beyond the classroom. As a parent, you play an important in setting high expectations for your child. The following tips and strategies can help your child be successful beyond the classroom:

- Create a quiet place for your child to study free of distractions and interruptions.
- Increase time for conversation with your child at home. Discuss classroom assignments, activities, and homework. Ask your child how he or she is doing in class and how you can help.
- Ask your child about his or her academic goals and career interests. Assist in gathering various sources of information on college and career opportunities.
- Assist and encourage your child to explore colleges and other postsecondary options that interest him or her.
- Visit a library or book store together and ask the librarian or bookseller to recommend age and grade level appropriate young adult novels that appeal to your child’s interest. The extended text for Unit One of 9th grade is:

The Odyssey by Homer

To find more books for your child to read, visit www.corestandards.org/assets/Appendix_B.pdf.

- Take time to read and discuss a variety of texts and topics (political and social) with your child (i.e. newspapers and magazine articles, books, journals, internet and television media)
- Promote life-long writing by encouraging your child to keep a journal. Model the importance of writing by keeping your own journal and take time to write about controversial topics together and share your thoughts.

Helpful Websites and Links

CCGPS ELA <https://www.georgiastandards.org>
 Helpful Hints for Transitions Through High School <http://tinyurl.com/nzhxs3h>
 Atlanta Public Schools Facebook <https://www.facebook.com/AtlantaPublicSchools>
 APS Homework Hotline (678-553-3029) <http://www.atlanta.k12.ga.us/domain/78>
 GeorgiaCollege411 <https://www.gacollege411.org/>
 Campus Parent Portal <https://ic.apsk12.org/portal>
 The World Almanac® Online <http://tinyurl.com/pmse7mk>
 Renaissance Place (Accelerated Reader) <https://hosted115.renlearn.com/51385>