

City of Angels School
Independent Study – Los Angeles Unified School District
High School Instructional Framework – Course ID # 203107
CCSS English 9A

The major purpose of this **CCSS English 9A** course is to analyze literature and expository text in greater depth and produce complex writing assignments. Students will continue to apply the knowledge and skills acquired in earlier grades with more refinement, depth, and sophistication with grade-appropriate material. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each.

CCSS English 9A is organized into three standards-based instructional components that focus on persuasion, exposition, and literary analysis, integrating skills of reading, writing, listening, and speaking. During the persuasion instructional component, students will read persuasive texts, with a focus on the credibility of an author’s argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, the way in which the author’s intent affects the structure and tone of the text, and extend ideas through original analysis, evaluation, and elaboration. Students will also write persuasive essays and deliver persuasive presentations. In the exposition component, students will read expository texts, with a focus on synthesizing and extending ideas presented in primary and secondary sources, including works by a single author dealing with a single issue. In addition, students will write expository essays and deliver expository presentations. During the literary analysis component, students will read literary texts, with a focus on analyzing central themes in multiple works as well as analyzing themes in relation to issues of an historical period. Students will write responses to literature and deliver oral responses to literature. **CCSS English 9A** meets the basic **ninth-grade** English requirement for graduation and fulfills the A requirement of the UC/CSU Subject Area Requirements.

Standards

Material covered in this instructional guide aligns with the Common Core State Standards (CCSS). The English Language Arts CCSS consist of Career and College Ready (CCR) anchor standards and grade-specific content standards. To view each of the standards for the categories listed above in detail; download the California Common Core State Standards for English Language Arts from <http://www.cde.ca.gov/re/cc/>.

Texts and Websites

Savas, [MyPerspectives English Language Arts Grade 9](#) © 2022

Student may access the textbook companion site, Achieve 3000, and Edgenuity/MyPath software programs that assist with reading comprehension skills through Schoology.

Grade Distribution:

- Weekly Assignments =70% (Writing = 70%, comprehension questions, vocabulary, and grammar = 30%)
- Performance Assessments = 30%.
- Your teacher use the following standard grading rubric for completeness and accuracy: A=90-100%, B=80-89%, C=70-79%, D=60-69%, and F<60%.

MyPerspectives English

Unit opener: this reading is a short introduction to the unit. Students complete a vocabulary word network(word association) and a summary of the reading.

Each Reading follows the same pattern – students complete all activities for each reading (in order), unless otherwise directed by your teacher. Short summaries of each activity are following (readings vary with some activities):

- **(Assignment 1)**
 - **Concept Vocabulary:** Introduce the vocabulary words in the selection.
 - **First Read:** During the First Read, students will read to notice details, annotate the text as they read, make connections beyond the text, and respond by writing a brief summary of the selection. There is a First Read guide with guiding questions (digital version can be typed on).
 - **Comprehension Check:** short answer comprehension questions
 - **Research:** Students are asked to choose something from the reading to research to clarify and explore.

- **(Assignment 2)**
 - **Close Read (second read):** Students respond to questions (annotate/question/conclude) directly in their digital or print Student Edition (example provided).
 - **Analyze the Text:** Short answer questions with evidence cited.

- **(Assignment 3)**
 - **Analyze Craft and Structure:** Literary device lesson.
 - **Concept Vocabulary:** A closer look at vocabulary words and word study.

- **(Assignment 4)**
 - **Conventions:** Grammar/mechanics practice.
- **Selection test is available online digitally or print forms**

- **(Assignment 5) (teacher discretion)**
 - **Writing to Sources:** Includes one or more writing assignments associated with the reading and an evidence log leading to the Performance Assessment.
 - **Speaking and Listening:** Includes one or more speaking and listening (presentation type) assignments associated with the reading and an evidence log leading to the Performance Assessment.

Performance Task/Performance Assessment

- Performance Task is a final writing/speaking project based on the readings.
- Performance Assessment is a final writing/speaking project based on the Essential Question

Optional Novel (teacher discretion) – One correlated novel was chosen from a list of options offered by Savvas. See MyPerspectives+ for more options.

Supplementary Resources for Relearning and Differentiation (available through Savvas App)

- ELD Support:
 - Accessible Leveled Text (summarized versions of the readings with explanations)
 - Audio reading in multiple languages
 - English Language Support Lessons
- Advanced Learners –
 - Extension Questions
 - Independent Learning additional texts
 - Conventions additional lessons/ mini lessons/Interactive lessons
 - Literary Device additional lessons/ mini lessons/Interactive lessons
 - Novel Correlations/Trade Books
- Struggling Readers:
 - Accessible Leveled Text (summarized versions of the readings with explanations)
 - Audio reading
 - English Language Support Lessons
 - Conventions additional lessons/ mini lessons/Interactive lessons
 - Literary Device additional lessons/ mini lessons/Interactive lessons
- All Readers:
 - Audio Reading
 - Word Study additional lessons
 - Conventions additional lessons/mini lessons/Interactive lessons
 - Literary Device additional lessons/mini lessons/Interactive lessons

*Multicultural Selection

Week 1 - Unit 1: <i>American Voices</i> ESSENTIAL QUESTION: What does it mean to be “American”?
<ul style="list-style-type: none">○ Achieve 3000: Levelset assessment○ Achieve3000: Complete two 5-step lesson articles○ Unit Introduction: Watch video “Define American: Hiep Le” and complete “Music for My Mother” pp. 6-8 (Read, Vocabulary & Summary)○ Reading #1: <i>*The Immigrant Contribution from a Nation of immigrants</i>, pp. 22-35<ul style="list-style-type: none">○ Optional: Novel reading – <i>*Stargirl</i> by Jerry Spinelli - Read & answer discussion questions Introduction and Ch. 1-11 (Week 1-11)
Week 2 - Unit 1: <i>American Voices</i> ESSENTIAL QUESTION: What does it mean to be “American”?
<ul style="list-style-type: none">○ Achieve3000: Complete two 5-step lesson articles○ Reading #2: <i>*American History</i>, pp. 36-51○ Reading #3: <i>*The Writing on the Wall</i>, pp. 78-86<ul style="list-style-type: none">○ Optional: Novel reading - <i>*Stargirl</i> (Continued)
Week 3 – Unit 1: <i>American Voices</i> ESSENTIAL QUESTION: What does it mean to be “American”?
<ul style="list-style-type: none">○ Achieve3000: Complete two 5-step lesson articles○ Reading #4: <i>*With a Little Help From My Friends</i>, pp. 88-97○ Performance Task: Nonfiction Narrative pp. 52-57<ul style="list-style-type: none">○ Optional: Novel reading <i>*Stargirl</i> (Continued)

<p>Week 4 – Unit 2: <i>Survival</i></p> <p>ESSENTIAL QUESTION: What does it take to survive?</p> <ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson articles ○ Unit Introduction: Watch video “Survival in Nepal” and complete “The Cost of Survival” pp. 126-128 (Read, Vocabulary & Summary) ○ Reading #1: <i>*The Seventh Man</i>, pp. 132-151 <ul style="list-style-type: none"> ○ Optional: Novel reading <i>*Stargirl</i> - Answer discussion questions Introduction and Ch. 1-11 (Continued)
<p>Week 5 – Unit 2: <i>Survival</i></p> <p>ESSENTIAL QUESTION: What does it take to survive?</p> <ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson articles ○ Reading #2: Media - <i>The Key to Disaster Survival? Friends and Neighbors</i>, pp. 164-167 ○ Reading #3: <i>The Voyage of the James Caird</i>, pp. 178-193 <ul style="list-style-type: none"> ○ Optional: Novel reading <i>*Stargirl</i> - Read & answer discussion questions Ch. 12-22 (Week 5-7)
<p>Week 6 – Unit 2: <i>Survival</i></p> <p>ESSENTIAL QUESTION: What does it take to survive?</p> <ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson articles ○ Reading #4: Media - <i>The Endurance and the James Caird in Images</i> pp. 194-201 ○ Performance Task: Present an Argument pp 238-239 <ul style="list-style-type: none"> ○ Optional: Novel reading - <i>*Stargirl</i> (Continued)
<p>Week 7 – Unit 3: <i>The Literature of Civil Rights</i></p> <p>ESSENTIAL QUESTION: How can words inspire change?</p> <ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson articles ○ Unit Introduction: <i>*Watch</i> video “Civil Rights and Martin Luther King” and complete “1963: The Year That Changed Everything” pp. 254-256 (Read, Vocabulary & Summary) ○ <i>*Media Connection</i> p 265 Watch the video <i>I Have A Dream</i> ○ Reading #1: <i>*“I Have a Dream”</i> pp. 260-269. <ul style="list-style-type: none"> ○ Optional: Novel reading <i>*Stargirl</i> - Read & answer discussion questions Ch. 12-22 (Continued)
<p>Week 8 – Unit 3: <i>The Literature of Civil Rights</i></p> <p>ESSENTIAL QUESTION: How can words inspire change?</p> <ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson article ○ Reading #2: <i>*Remarks on the Assassination of Martin Luther King, Jr</i> pp 294-297 ○ Reading #3: <i>*Media – Remembering Civil Rights History, When “Words Meant Everything”</i> pp 308-310 <ul style="list-style-type: none"> ○ Optional: Novel reading - <i>*Stargirl</i> - Read & answer discussion questions Ch. 23-33 and Afterword (Week 8-10)
<p>Week 9 – Unit 3: <i>The Literature of Civil Rights</i></p> <p>ESSENTIAL QUESTION: How can words inspire change?</p> <ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson articles ○ Reading #4: <i>*Lessons of Dr. Martin Luther King</i>, pp. 323-332 ○ Reading #5: <i>*Traveling</i> pp 334-343 <ul style="list-style-type: none"> ○ Optional: Novel reading - <i>*Stargirl</i> (Continued)
<p>Week 10 Final</p> <ul style="list-style-type: none"> ○ Optional: Novel reading - <i>*Stargirl</i> - Read & answer discussion questions Ch. 23-33 and Afterword (<i>Cont.</i>) ○ Option 1: Performance Task: Multimedia Presentation pp 344-345 ○ Option 2: Novel Study- Novel Test and Final

Stargirl

Jerry Spinelli

ABOUT THE AUTHOR

Jerry Spinelli was born in Norristown, Pennsylvania in 1941. He began writing short stories at Gettysburg College, and the novels that followed have been captivating young people for more than two decades. Like his protagonist in *Stargirl*, Spinelli is a native of Pennsylvania. His specialty is fresh, vivid prose that puts readers into the heads of his young characters. He's known for setting his stories in contemporary situations and pitting his protagonists against relatable, real-world problems. Spinelli is also widely considered one of America's best young adult writers. Like many of his earlier books, *Stargirl* had an excellent critical reception and quickly became a *New York Times* bestseller. Since his debut novel—*Space Station Seventh Grade*, in 1982—he has produced 26 books. His latest, *Smiles to Go*, came out in 2008.

The struggle for individuality in a conformist world forms the backbone of much of Spinelli's fiction. In his Newbery Award winning *Maniac Magee*, published in 1990, he explored the difficulties faced by interracial couples, and in 1997's *Wringer* he took on the issue of peer pressure and bullying.

Stargirl portrays the struggle to stand out in a traditional society. In *Stargirl* this conflict takes place in a high school. With its familiar setting, striking characters, and dynamic situations this novel has a powerful effect on young people and is often recommended for reluctant readers.

BACKGROUND

The pressure to fit in is a common social issue and with the burgeoning of social media this pressure has never been greater for young people. In *Stargirl*, this phenomenon unfolds in the fictional, pre-Internet Arizona town of Mica, built around an electronics business park 15 years before the story begins.

Stargirl brims with southwestern flora and fauna: towering Saguaro's, blooming maricopas, yuccas, prickly pear cacti, Elf owls, and even a 60-million year old rodent fossil. For all the accuracy of his descriptions, Spinelli is clear that he doesn't do much research—and he makes no effort to use up-to-the-minute slang. In *Stargirl* he occasionally uses old-fashioned idioms like “to beat the band” and at one point suggests the “Bunny Hop” is a reoccurring teen favorite. As the popularity of his work suggests, it's not the authenticity of the dialogue but of his characters and their struggles that readers respond to.

At schools across the country, young people have spontaneously created “Stargirl Societies,” dedicated to promoting such *Stargirl*-like acts as dropping change on the sidewalk or stuffing anonymous compliments in student lockers, and a group in Ohio has held their own “Inner Beauty Pageant.”

QUICK GUIDE

As you read *Stargirl*, keep the following literary elements in mind:

- **CHARACTERIZATION** is a step-by-step process in which an author creates a character, whether through direct description or indirectly through actions, thoughts, and speech.
- **CONFLICT** is a struggle between opposing forces in a narrative. **External conflict** occurs between characters or between a character and a larger force, such as nature or society. **Internal conflict** occurs within a character who faces opposing ideas, feelings, or choices.
- **IMAGERY** is a powerful literary device in which the author uses evocative words and phrases to build mental images for the reader. Imagery helps a reader to visually understand the ideas or states of mind a writer seeks to express, usually with the aid of metaphors, allusions, or descriptive phrases—whether the result is visual or references some other physical sensation.

- **POINT OF VIEW** is the manner in which a story is narrated, and who it is that tells the story. The author’s choice of point of view is a powerful factor in creating the reader’s perception of events. In first person, a narrator tells the story directly. In third person stories, the author relates the events from above and outside the action, with varying degrees of omniscience.
- **FORESHADOWING** happens when the author uses words or phrases to hint at something that will come later—which may be explicit, or something the reader only discovers as events unfold.

VOCABULARY

1. **slouch** *v.* to slump or sag forward
2. **hypothesis** *n.* an theory or idea
3. **serenade** *v.* to play a song for someone
4. **blithely** *adv.* lightly and happily
5. **ovation** *n.* applause, usually done standing
6. **dormant** *adj.* asleep, unconscious
7. **inquisition** *n.* a determined questioning
8. **lopsided** *adj.* unequal, unfair
9. **bewilderment** *n.* a state of confused surprise
10. **annihilated** *v.* destroyed, wiped out
11. **crevice** *adj.* a deep ditch or cleft
12. **predator** *n.* an animal that lives by hunting
13. **obsessed** *v.* to be deeply interested or caught up in one thing.
14. **gumption** *n.* courage, guts
15. **sprightly** *adj.* light and agile, lively
16. **disparage** *v.* insult or talk down
17. **clench** *v.* to grasp tightly
18. **mishmash** *n.* a mix of different things
19. **flinch** *v.* to move suddenly
20. **stampede** *v.* to rush forward in a group

5. Why do you think Leo’s reluctant to sign Stargirl up for Hot Seat?
6. How does his answer to the “what is your role model?” question **characterize** Wayne Parr?
7. In these chapters, how does Stargirl overcome the **external conflict** presented by the student body?
8. What does the **imagery** of Senor Saguaro suggest about Archie Brubaker’s **character**?
9. What does the **imagery** of the mud frogs represent in chapter 9?
10. What does the last line of Chapter 11 **foreshadow**?

WRITING ACTIVITY What does Stargirl’s way of saying the Pledge of Allegiance suggest about what it means to her to be an American?

CHAPTERS 12–22

Discussion Questions

INTRODUCTION AND CHAPTERS 1–11

Discussion Questions

1. How does the author employ **foreshadowing** at the end of chapter 1?
2. What role does **point of view** have in the creation of Leo Borlock’s **characterization**?
3. How does meaning behind the **imagery** of the porcupine tie deepen as the story goes on?
4. In Chapter 2, what literary element is in play when Kevin says “How long do you think somebody who’s *really* like that is going to last around here?”

1. How does Stargirl actually use the **imagery** of the Hot Seat?
2. Why does Leo love his job on Hot Seat?
3. What is Stargirl’s attitude toward names?
4. What does Stargirl’s response to the question “*Do you love your country?*” say about her character?
5. When Stargirl cradles Kovac’s head in the game with Sun Valley, what are MAHS students really applauding?
6. What does the **imagery** at the end of Chapter 14 **foreshadow**?
7. How does the **imagery** of a tomato work to suggest Stargirl’s **external conflict** has returned?
8. In Chapter 16, what is Cinnamon’s role in dramatizing Leo’s feelings for Stargirl?

9. What makes Leo feel like a stalker in Chapter 21?
10. How is an **interior conflict** of Leo's resolved at the end of Chapter 22?

WRITING ACTIVITY Do you agree with Stargirl's practice of cheering for both sides? Why or why not?

CHAPTERS 23–33 AND AFTERWORD

Discussion Questions

1. What **internal conflict** arises for Leo in Chapter 24?
 2. Do you think Leo really believes Stargirl shouldn't have comforted Kovac? Why or why not?
 3. What does Stargirl's clothing in Chapter 26 suggest about her **characterization**?
 4. What does Stargirl's behavior on the way to the oratory championship seem to **foreshadow**? Why?
5. Where does the title of Stargirl's speech—"I Might Have Heard a Moa"—come from?
 6. Why do you think "Susan" goes back to being Stargirl in Chapter 30?
 7. What role does Dori Dilson's joining the Ukee Dooks play in her **characterization**?
 8. Why do you think Leo doesn't take Stargirl to the Ocotillo Ball?
 9. How does the author's use of the Senor Saguaro's **imagery** in the last chapter suggest its first appearance was a kind of **foreshadowing**?
 10. In *Beyond the Stars*, what happens to suggest Stargirl is not completely out of Leo's life?

WRITING ACTIVITY Imagine you're telling the story in your **point of view** and answer Senor Saguaro's question: "Whose affection do you value more, hers or the others?"

PULLING IT ALL TOGETHER

WRITING ACTIVITY In *Stargirl*, the **point of view** has a profound affect on the story. Write about how the novel would be different if told from either Stargirl or Kevin's point of view.

PANEL DISCUSSION America's Declaration of Independence says all people have the right to the "life, liberty, and the pursuit of happiness." Discuss how Stargirl's "pursuit of happiness" impacts the MAHS student body. Whose rights are most important?

SENSITIVE ISSUES

Some students may find incidents of bullying, stereotypes, harsh peer pressure, and other teen issues disturbing.

Name:

Date:

TRADE BOOK TEST

Stargirl

Jerry Spinelli

A. Thinking About *Stargirl*

Choose the best answer.

1. What Arizona feature is suggested by the tie Leo loves so much?
 a. snakes
 b. Maricopa plants
 c. Elf owls
 d. cactii
2. Of these names, which was the first Stargirl chose for herself?
 a. Susan
 b. Mudpie
 c. Pocket Mouse
 d. Stargirl
3. What signifies membership in the Order of the Stone Bone?
 a. a fossil on a string
 b. a Saguaro cactus
 c. a Paleocene rodent
 d. a back scratcher
4. Which of these best symbolizes Stargirl's individuality?
 a. a fossil rodent
 b. a ukulele
 c. a kimono
 d. a canvas bag
5. What causes the MAHS basketball team to fall behind in their game against Sun Valley?
 a. Sun Valley has a very tall player.
 b. Stargirl cheers for the other side.
 c. A Mica player gets injured.
 d. The MAHS team is unskilled.
6. How many pebbles are in Stargirl's happy wagon when she kisses Leo?
 a. 9
 b. 18
 c. 20
 d. 2
7. What does the name "Chico" stand for on the Hot Box set?
 a. the director of the show
 b. the faculty advisor
 c. the person on the seat
 d. the handheld cameraman

Name:

Date:

8. Why is the Mica Area High School team called the Electrons?
- a. Electrons have useful properties.
- b. The mineral Mica contains electrons.
- c. The electronics industry built Mica.
- d. Electron is a Greek word for victory.
9. How does Leo characterize Stargirl's parents?
- a. aging hippies c. ordinary citizens
- b. educated survivalists d. exotic dressers
10. Where do Stargirl and Leo go to avoid MAHS kids?
- a. her enchanted place c. Tudor Village
- b. the Redstone Mall d. her secret office

B. Recognizing Literary Elements and Techniques

Answer each question below with the best term from the following list:
point of view, characterization, foreshadowing, imagery, conflict.

11. What literary element is suggested by the author's choice to have Dori Dilson pedal Stargirl to the Ocotillo Ball?
- _____
12. Spinelli's detailed description of the cactus Senor Saguaro makes use of what literary element?
- _____
13. What literary element comes into play in the first four words of the novel—"When I was little...?"
- _____
14. Which literary element is invoked when Archie Brubaker buries the fossil rodent?
- _____
15. What literary element is suggested by the shunning of Stargirl and Leo?
- _____

Name:	Date:
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C. Essay Questions

Write your answers in the space provided. Continue on another page if necessary.

16. While not directly guaranteed by the Constitution, privacy is a right most Americans believe in. Write a brief essay explaining the differing views on privacy expressed by Stargirl and Leo when they argue about her behavior in Chapter 25.
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17. What single word do you think Archie Brubaker writes on the scroll of paper he puts in the rodent skull before he buries it? Write a brief essay explaining what word you think he wrote and why. Cite evidence from the novel to back up your opinion.
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18. “Stargirl Societies” have spontaneously appeared in American high schools across the country, with subchapters called “Constellations.” On his website the author, Jerry Spinelli, provides ideas for things to do, like leaving change on the street. Write an essay addressing the potential irony of forming organizations to promote individualism and spontaneity.
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