

## **a-g ENGLISH 9A & B**

### **COURSE TITLE/ TRANSCRIPT CODE**

a-g English 09A 1E1001

a-g English 09B 1E1005

### **COURSE DESCRIPTION**

This course will include, but not be limited to, the following areas of study:

The student will read a variety of authors and genres and will write in response to the literature and to their own personal experience (journal, reflective, narrative and descriptive).

This approach should focus on the character and influence of the individual.

Emphasis in the writing process is on the mechanics of generating ideas, precise sentences and vocabulary.

This course of study will cover traditional grammar and its use and related skills such as spelling, oral communication, letter writing, study skills and library/ research use.

**PREREQUISITES:** None

**REQUIRED TEXTBOOK:** THE READER'S CHOICE, Course 4; CA edition; 2002; Glencoe McGraw-Hill

**SUPPLEMENTAL INSTRUCTIONAL MATERIALS:** A minimum of four additional literature selections from approved list (or selection must be preapproved by Subject Matter Expert (SME)).

### **COURSE PURPOSE**

This English 9 course is mainly textbook based with online options. Focusing on a study of literary genres, the student will develop in this course initial understanding of both the structure and the meaning of a work of literature by reading a variety of authors.

The student will develop initial understanding of the way the form of a work of literature affects the meaning of the work and of the process of interpretation of a text. The student will read thoughtfully and purposefully, constantly checking for understanding of the author's intent and meaning in order to determine a sound interpretation.

The student will write in response to the literature read and about their own personal experiences.

This 9th grade course of study will include and emphasize, but not be limited to, the following: surveying the different styles, forms, and genres of literature; the reading standards of building vocabulary, reading comprehension and analysis; the writing standards of strategies (organization and research techniques with a focus on technical writing) and applications (genres and their characteristics); the conventions of traditional grammar and composition, specifically precise language and sentence structure; and the standards for listening and speaking.

These standards can be viewed in full here: <http://www.cde.ca.gov/be/st/ss/enggrades9-10.asp>.

### **COURSE OUTLINE**

Unit 1: The Short Story

In this unit, students study the characteristics of short stories by reading selections from the textbook

and from the list of suggested readings and practicing narrative techniques in their own writing and response to the literature read. In addition, they explore, analyze and critique the different universal themes found in the literature read, demonstrate grammar skills in their practice writing, and create, compose and edit original narratives.

#### Unit 2: Nonfiction (Biography, Autobiography, Memoir)

In this unit, students study the characteristics of nonfiction literature by reading selections from the textbook and from the list of suggested readings. They become familiar with expository writing techniques, build on grammar skills in their practice and writing, and are able to distinguish between the attributes of fiction and nonfiction writing.

#### Unit 3: Poetry

Students identify, label, and explain the characteristics of poetry in this unit by reading selections from the textbook and creating their own poetry. They define and demonstrate use of figurative and descriptive language, summarize and interpret meanings from the literature and poetry read, and continue to augment their grammar skills through practice and writing. At the completion of the semester, students complete a cumulative paper or project.

#### Unit 4: Drama

Students survey the components of the drama genre through a reading and performance of Shakespeare's *Romeo and Juliet* and *The Miracle Worker*. Building on the skills learned in the previous units, they extend their knowledge of meter and rhythm as well as their exploration of universal themes of love and conquering life's obstacles. Students practice speaking skills by reading and performing excerpts from the dramas read, comparing and contrasting movie versions of the stories, and incorporating dialogue into their practice writing.

#### Unit 5: Epic

Students will explore the epic genre through a reading of the *Odyssey* in their textbook. They identify and examine cause and effect relationships, formulate and predict outcomes, and analyze characters in and rewrite possible endings to the literature read.

#### Unit 6: Science Fiction and Fantasy

In this unit, students investigate the fantasy fiction genre by reading selections from the textbook and from the list of suggested readings. They review literary terms learned over the course of study, practice persuasive writing techniques, and synthesize what they have learned throughout the course by completing a cumulative project.

**KEY ASSIGNMENTS** - For each unit, students will complete the following key assignments:

1. Informal assessments (including but not limited to discussion, written quizzes, etc.) with teachers during regular meetings.
2. End of chapter and end of unit questions from literature textbook (or Glencoe online assignments) which include short answer and essay questions that incorporate personal response and literature analysis.

3. Grammar assignments from grammar text which include practice questions and incorporation into students' writing.
4. Book reports on a minimum of 4 literature selections from approved list (a minimum of 2 per semester).
5. End of unit exams (from textbook), projects (approved by teacher), and/or papers (narrative, response to literature, persuasive essay, expository writing).
6. 2 semester-end culminating papers and/or projects (from list below or with prior approval from teacher and SME). Students will work together with the teacher to develop an appropriate rubric for assessment as part of the assignment. .

Suggested culminating semester papers include:

1. Time Capsule: Students will create a time capsule that depicts different times in their lives. Students will research the day they were born and write an expository essay summarizing three stories (national news, sports, entertainment, world event, or fashion, etc.) that were reported on that day. Students will choose one object that is symbolic of their preschool (birth to four years old), elementary, and middle school years (three total) and compose an expository essay to explain their choices. Students will create a cultural dictionary that defines ten words/phrases that reflect their personal culture. The dictionary should contain the word, pronunciation, part of speech, synonym, antonym, definition, and a sentence that uses the word properly. The students will illustrate the time capsule with twenty character traits that express who they are now. Students will be evaluated on intended aesthetic effects of design (layout, color, background), appropriate illustration, conventions, and presentation of appropriate traits.
2. The XYZ Think Tank in Washington, D.C., needs your help gathering data on social/cultural/career trends they have noted in other parts of the nation. They need you to provide statistics from Georgia. Decide on a social/cultural/career issue (e.g. junk food, cell phone usage, dress code, college prep vs. career-tech, video games, dropout rates, driving laws, performance-enhancing drugs, sports eligibility, high school electives, etc.) that is relevant to teenagers and that can survey and send data on to the experts at XYZ Think Tank. This unit will allow you to become an integral part of the research by providing data from your peers for your area. You will create a survey to be distributed to your peers/community members concerning your chosen issue. You will then tabulate your findings and write a technical report - including survey questions, color graphs/charts, copy of computer slide presentation. You will also give a three-minute presentation of your findings to your ES. Your presentation will include a computer slide presentation of the highlights of your technical report: the issue, the reason you chose the project, the results of your survey in graph or chart form, and your conclusions. Finally, you will compose an expository essay in which you reflect on the process you followed in completing this culminating task and on your reactions to the project and process. Be sure to discuss each item you included on your project checklist.
3. You want to work for a Hollywood Studio as a script writer. To demonstrate your skills you will update one scene from a Shakespearean tragedy or comedy to reflect the social, political, or cultural

characteristics of a different time period. You will not write a line-by-line translation, but you will adapt the scene and its themes to a setting in different era for a contemporary audience. You will be assigned one of the following eras: Colonial America, the Wild West, the Great Depression, the Vietnam Era, etc. You will research your time period to understand the historical context for your new scene and write a description of the historical background for the new scene. You will then compose a script for your chosen scene. Your scene must include a minimum of three dramatic elements (monologue, soliloquy, dialogue, aside, or dramatic irony) as well as dramatic conventions and/or stage directions; you will label the elements used in your script. In addition, you will write an explanation of how your scene fits into the structure of the play as a whole (expositions, rising action, climax, denouement). Finally, you will create a poster (paper or electronic) that engages the viewer and clearly conveys the period costumes for key players in your scene, as well the set and props for your rewritten scene.

4. You are a literary agent for an author. Your job is to create a promotional brochure for your author that will be distributed to publishers. You will choose and read three short stories (not read and discussed in course) by this author. You will create a brochure that includes biographical information (life, awards, picture of author, educational background), a works cited page for the sources you used from your author/story research, and a summary and analysis of the structure and at least five other significant elements (character development, setting and mood, point of view, foreshadowing, irony, symbolism, imagery, diction, figurative language, theme) that the author uses effectively in each story. You will orally present your brochure to your ES. In addition, you will select a passage from one of the stories that effectively spotlights a typical characteristic of your author's style. Finally, you will compose an expository essay illustrating and discussing language devices that your author uses effectively.

5. After reading a novel you will create a newspaper that includes the following: name of newspaper; masthead; letter to the editor (expressing reasoned judgments about why you believe this book should or should not be read by 9th graders); front page headline and lead story (covering the most exciting part of novel) along with a picture to accompany and support the lead story; a news story that addresses the 5 W's regarding an interaction between two or more characters OR a minor conflict within the novel; a travel article based on the setting of the novel with picture(s); and any two of the following: social issue/health section, money/business section, life styles (birth, wedding, celebrations, obituaries), or sports section. Your newspaper should contain two full pages in multi-column format. You will be evaluated on effective analysis of the novel as represented through the various components of the newspaper, the aesthetic design (layout, color, and background) of the newspaper, the accuracy of information cited from the novel, and the appropriate use of the conventions of Standard English.

6. Crisis in your county! The reading scores are dismal and the authorities are wringing their hands. What can we do to get high-school students to read? You will propose a solution to this problem. First, you will create a questionnaire to determine why high-school students do not read. You will create graphs or charts illustrating your findings that you will include in a technical document. You will also research available information via print and electronic media to determine possible ways to get high-school students reading again. You will write a formal review of literature from your research. You will conduct interviews of high-school students who do read and find out what factors motivate them to read. You will also interview teachers/media specialists to get their input on motivational factors or suggestions. You

will prepare graphs or charts of the results of the interviews, also to be included in the technical document. You will propose at least one specific strategy your school or community could do to encourage high-school students to read. You will prepare a formal presentation of your plan for action, and you will present your proposal to the board of education or the city council (aka your ES). Your technical document should be arranged in the following manner: cover page, questionnaire, graphs/charts of the questionnaire results, review of the literature in appropriate works-cited format, interview questions, graphs/charts of the interview results, proposal, and media presentation for your authentic audience

### **INSTRUCTIONAL METHODS AND/OR STRATEGIES**

Instructional methods include, but are not limited to, the following:

Direct Instruction: teacher demonstration, lecture, guided practice, multimedia presentation

Discussion

Cooperative problem solving

Student-directed personal study

Student presentations

Regular access to the Subject Matter Expert (SME)

### **ASSESSMENT METHODS AND/OR TOOLS**

Methods by which student progress is assessed will be through a variety and/or combination of methods.

The methods available include, but are not limited to, the following:

Regular review of work by Education Specialist (credentialed teacher) and Subject Matter Expert (SME)

Portfolios

Observation by Parent facilitator and Education Specialist

Student demonstrations

Student grades

Student work samples

Written Examinations

Regular access to Subject Matter Expert (SME)

### **READING REQUIREMENTS**

In addition to completing the textbook-based reading assignments, students must read a minimum of 4 selections from the following list or another selection that has been preapproved by the Subject Matter Expert (SME). Student will submit an extensive written book report on each.

ALL QUIET ON THE WESTERN FRONT - Remarque

BLACK LIKE ME - Griffin

BURY MY HEART AT WOUNDED KNEE - Brown

THE COUNT OF MONTE CRISTO - Alexander Dumas

CYRANO DE BERGERAC - Edmond Rostand

THE GOOD EARTH - Pearl Buck

GREAT EXPECTATIONS - Charles Dickens

GREAT TALES AND POEMS OF EDGAR ALLEN POE - Edgar Allen Poe

THE HUNCHBACK OF NOTRE DAME - Victor Hugo

HOUND OF THE BASKERVILLES - Arthur Conan Doyle

ILIAD - Homer

A LESSON BEFORE DYING - Ernest Gaines

LORD OF THE FLIES - Golding

THE LORD OF THE RINGS TRILOGY - J. R. R. Tolkien

ODYSSEY - Homer

OF MICE AND MEN - John Steinbeck

THE OLD MAN AND THE SEA - Hemingway

ROMEO AND JULIET - Shakespeare

A SEPARATE PEACE - Knowles

THE YEARLING - Rawlings

WEST SIDE STORY - Laurentis

WUTHERING HEIGHTS - Emily Bronte

Short Stories:

"The Cask of Amontillado" by Poe

"The Most Dangerous Game" by Connell

"The Lady or the Tiger" by Stockton, F.

"The Secret Life of Walter Mitty" by Thurber, J.

"An Occurrence at Owl Creek Bridge" by Bierce

"Split Cherry Tree" by Henry, O.

"The Necklace" by de Maupassant

"The Fifty-First Dragon" by Brown, H.

"The Brothers Karamazov" by Dostoevsky

"The Bet" by Chekhov

"To Build a Fire" by London, J.

"The Lottery" by Jackson

## WRITING ASSIGNMENTS

Writing assignments for this course of study will include, but not be limited to:

1. Book reports in essay form that summarize, analyze, and critique selections read (minimum of 2 per semester).

2. Journal and free writing, as well as written answers to end-of-selection and end-of-unit questions in the textbook. Sample assignments (from "The Gift of the Magi" by O. Henry; Unit 1) follow:

- Create the following chart in your reading journal to use as you read "The Gift of the Magi"

Key Decision or Action:

Pros and Cons of the Decision or Action:

What would I Have Done?

How the Story Would Change?

- Writers often use similes and metaphors to describe something through comparison. Write a brief description of a person you know. Include at least two similes &/or metaphors.

3. School-wide writing assessment to focus on a different type of writing every year.

4. Culminating paper at the end of the semester (described in Key Assignments).

5. Informal quizzes and communication (e.g. email, online assessments) with teacher throughout the course of study.