

# ENGLISH 9

LENGTH OF TIME: Meets every day for one semester, 90 minutes

GRADE LEVEL: 9

## DESCRIPTION OF COURSE:

The objective of this course is to provide students with the tools for understanding the short story, the novel, drama and poetry. Compositions will require that students demonstrate mastery of specific writing techniques. Vocabulary and study skill development is stressed. Paragraph structure, usage and punctuation will be reviewed in the context of writing. Development of independent critical reading and writing strategies will be emphasized. Analytical and critical thinking skills will be stressed.

## COURSE STANDARDS:

- 1.1.11.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- 1.2.11.A Read and understand essential content of informational texts and documents in all academic areas.
- 1.3.11.B Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.
- 1.3.11.C Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.
- 1.3.11.F Read and respond to nonfiction and fiction including poetry and drama.
- 1.4.11.B Write complex informational pieces
- 1.4.11.C Write persuasive pieces
- 1.5.11.B.2 Employ the most effective format for purpose and audience
- 1.5.11.B.3 Write fully developed paragraphs that have details and information specific to the topic
- 1.5.11.F Edit writing using the conventions of the language
- 1.6.11.C.2 Pace the presentation according to audience and purpose
- 1.6.11.F.2 Evaluate the role of media in focusing attention and forming opinions
- 1.8.11.C.2 Develop a thesis statement based on research

## ANCHOR ASSESSMENTS:

**R11.A.1.3.1** Make inferences and/or draw conclusions based on information from text.

**R11.A.1.4.1** Identify and/or explains stated or implied main ideas and relevant supporting details from text.

Note: Items may target specific paragraphs.

**R11.A.1.6.1** Identify and/or analyze the author's intended purpose of text.

**R11.A.2.5.1** Summarize the major points, processes, and/or events of a nonfictional text as a whole.

**R11.A.2.6.1** Identify and/or describe the author's intended purpose of text.

**R11.A.2.6.2** Explain, describe, and/or analyze examples of text that support the author’s intended purpose.

**R11.B.1.1.1** Explain, interpret, compare, describe, analyze, and/or evaluate the relationships within fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography):

Explain, interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.

Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between characters and other components of text.

Setting:

Explain, interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction.

Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of the text.

Plot (May also be called action):

Explain, interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution).

Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot (conflict, rising action, climax, resolution) and other components of the text.

Theme:

Explain, interpret, compare, describe, analyze, and/or evaluate the theme of fiction or literary nonfiction.

Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of the text.

Tone, Style, Mood:

Explain, interpret, compare, describe, analyze, and/or evaluate the tone, style, and/or mood of fiction or literary nonfiction.

Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the tone, style, and/or mood and other components of the text.

Symbolism:

Explain, interpret, compare, describe, analyze, and/or evaluate the use of symbolism in fiction or literary nonfiction.

Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between symbolism and other components of the text.

**R11.B.1.2.1** Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

**R11.B.2.1.1** Identify, explain, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashbacks and irony in text.

**R11.B.3.3.1** Explain, interpret, and/or analyze the effect of text organization, including the use of headers.

**R11.B.3.3.2** Explain, interpret, and/or analyze the author’s purpose for decisions about text organization and content.

## ESSENTIAL QUESTIONS:

1. What makes a person a strong leader?
2. How does prejudice affect society?
3. What causes people to change?

## PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Completion of SLO's (See Below)
2. Career Research Paper
3. Ninth Grade Final Exam- This exam will be cumulative and contain a writing component

## TITLES OF UNITS:

Required for levels 1 and 2

1. *To Kill a Mockingbird* by Harper Lee, Econoclad, 1962.
2. *Night* by Elie Wiesel
3. *McDougal Littell Literature: grade 9. 2008*

Unit 1: The Plot Thickens: Narrative Structure

“The Most Dangerous Game” by R. Connell

“The Gift of the Magi” by O. Henry

Unit 2: People Watching: Characterization and Point of View

“The Necklace” by Guy de Maupassant

Unit 3: A Sense of Place: Setting, Mood, and Imagery

“The Cask of Amontillado” by Edgar Allan Poe

“The Story behind “The Cask of Amontillado”

Unit 5: Ideas Made Visible: Author's Purpose

“The Lost Boys” by Sara Corbett

Unit 6: Taking Sides: Argument and Persuasion

Nonfiction: “I Have a Dream” by MLK

Unit 10: Shakespearean Drama: *Romeo and Juliet*

Drama

Media

Unit 11: Epic Poetry: *The Odyssey*

Unit 12: Investigation and Discovery: the Power of Research

## Supplemental Literature:

1. *A Farewell to Arms* by E. Hemingway, MacMillan, 1986.
2. *Separate Peace* by John Knowles, MacMillan, 1960
3. *Fahrenheit 451* by R. Bradbury, Ballantine Books, 1953
4. *Lord of the Flies* by William Golding, Econoclad, 1954
5. *The Contender* by Robert Lipsyte – Level 2
6. *Huckleberry Finn* by Mark Twain, Econoclad, 1986
7. *Flowers for Algernon* by Daniel Keyes

TITLES	SKILLS TAUGHT	COMMON CORE
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<i>Research Paper</i>	Summarizing Literary Devices	C.C.1.2.9-10.A C.C.1.2.9-10.J C.C.1.4.9-10.A C.C.1.4.9-10.B C.C.1.4.9-10.D C.C.1.4.9-10.E C.C.1.4.9-10.F C.C.1.4.9-10.W
"The Cask of Amontillado" by Edgar Allan Poe & "The Story Behind "The Cask of Amontillado"	Inference Mood	C.C.1.3.9-10.H C.C.1.2.9-10.I
"The Gift of the Magi" by O. Henry	Predict Literary Devices Word Choice	C.C.1.3.9-10.B C.C.1.3.9-10.F C.C.1.3.9-10.J
"I Have a Dream" by MLK	Rhetorical Devices Argument	C.C.1.2.9-10.E C.C.1.2.9-10.H
<i>To Kill a Mockingbird</i> by Harper Lee, Econoclad, 1962.	Cause and Effect Organization of Text Characterization Conflict and Complication Literary Devices Point of View Symbols Theme	C.C.1.3.9-10.A C.C.1.3.9-10.C C.C.1.3.9-10.D C.C.1.3.9-10.E C.C.1.3.9-10.G C.C.1.3.9-10.J
"The Lost Boys" by Sara Corbett	Graphic Aids Identify Author's Purpose	C.C.1.2.9-10.E
"The Most Dangerous Game" by R. Connell	Predict Visualize Conflict and Complication	C.C.1.3.9-10.B C.C.1.3.9-10.K C.C.1.3.9-10.L
"The Necklace" by Guy de Maupassant	Imply/Conclusion Motivation Point of View	C.C.1.3.9-10.B C.C.1.3.9-10.D
by Elie Wiesel	Autobiography Memoir Literary Devices Mood Tone	C.C.1.2.9-10.C C.C.1.2.9-10.D C.C.1.2.9-10.F C.C.1.2.9-10.J
<i>The Odyssey</i> by Homer	Connection: Text-to-Self Summarizing Epic	C.C.1.3.9-10.A C.C.1.3.9-10.G C.C.1.3.9-10.J

	Epic Hero Literary Devices Symbols	
Shakespearean Drama: <i>Romeo and Juliet</i>	Annotation Imply/Conclusion Subtext Media Analysis Literary Devices	C.C.1.3.9-10.B C.C.1.3.9-10.G C.C.1.3.9-10.J

#### SAMPLE INSTRUCTIONAL STRATEGIES:

1. Discussion
2. Timed writing
3. Guided and independent research

#### MATERIALS:

1. *To Kill a Mockingbird* by Harper Lee, Econoclad, 1962.
2. *Night* by Elie Wiesel
3. *McDougal Littell Literature: grade 9. 2008*
4. *A Farewell to Arms* by E. Hemingway, MacMillian, 1986.\* *Supplemental literature*
5. *Separate Peace* by John Knowles, MacMillian, 1960\* *Supplemental literature*
6. *Fahrenheit 451* by R. Bradbury, Ballantine Books, 1953\* *Supplemental literature*
7. *Lord of the Flies* by William Golding, Econoclad, 1954\* *Supplemental literature*
8. *The Contender* by Robert Lipsyte\* *Supplemental literature*
9. *Huckleberry Finn* by Mark Twain, Econoclad, 1986\* *Supplemental literature*
10. *Flowers for Algernon* by Daniel Keyes \* *Supplemental literature*

#### METHODS OF ASSISTANCE AND ENRICHMENT:

1. Opportunities are provided for retesting and rewriting compositions
2. Opportunities are provided for private conferencing and tutoring
3. *McDougal Littell Literature* Differentiated Strategies

#### PORTFOLIO DEVELOPMENT:

1. Career Research Paper
2. Presentations, projects, and essays

#### COMMON ASSESSMENTS:

Ninth Grade Summer Reading Assessment

SLO: Career Research Essay, Personal Odyssey Presentation, *Romeo & Juliet*: Persuasive Essay

*McDougal Littell Literature Standards Lesson File Grammar* Assessments:

Agreement in Number (lesson 3)

Verb Agreement with Compound Subjects (lesson 4)

Sentence Structure (lesson 7)

Pronoun-Antecedent agreement (lesson 8)

Final Exam: cumulative with a writing component