

Wallenpaupack Area School District

Wallenpaupack Area High School

Course Title: English 9 CP

Length of Course: Semester (Daily)

District Policies:

Academic Integrity:

Academic integrity is essential to the success of an educational community. Students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, multiple submissions and other forms of dishonest or unethical behavior, is prohibited.

Assessment:

The goal of grading is to report student progress and achievement to the parents to strengthen the home-school connection. The grade should accurately reflect the student's performance in mastering the PA Standards and the WASD curriculum.

Attendance:

Regular school attendance is vitally important to academic success. Not only does attendance reinforce and enrich the learning process; it also establishes patterns and attitudes that will carry forward into adult work habits. Regular, consistent attendance is a prerequisite to successful school life. Children should be absent only in cases of illness or emergency.

Special Education:

Our commitment to each student is to ensure a free appropriate public education which begins with the general education setting, with the use of Supplementary Aids and Services. Inclusive education describes the successful education of all students with the appropriate supports and services to participate in and benefit from the general classroom settings and other educational environments.

Course Description:

This academic, literature based, genre course emphasizes the importance of becoming independent readers who are developing close reading skills. English 9 CP courses prepare students for standardized testing and academic discourse. Students are expected to practice and refine a variety of analytical and interpretive reading and writing skills. The ninth-grade course is an overview of classical literature across the major forms and genres (short story, novel, poetry, drama, epic poetry, and literary nonfiction). Each unit focuses on a genre and a related theme: for instance drama and fate. In their essays, students might compare the use of symbolism in a short story and a painting, or examine the role of free will in a certain play. They begin to read and respond to literary criticism. In formal seminar discussions, students further investigate philosophical and literary questions that arise in the texts. By the end of ninth grade, students are prepared for focused literary study.

Pennsylvania State Standards:

All WAHS courses are aligned to the Pennsylvania Core Standards, where applicable.

Core Curriculum:

UNIT ONE- Literary Elements and the Short Story

UNIT TWO- The Novel- A War Between the Classes

UNIT THREE- Literary Nonfiction-- Reflection (the Memoir, the Essay, and the Speech)

UNIT FOUR- Drama-Fate

UNIT FIVE - Epic Poetry-Heroism

Course Objectives:

Students will demonstrate the ability to:

COURSE OBJECTIVES:

Students are expected to

- use reading strategies to improve comprehension and to achieve the purposes for reading
- analyze the function that characters play in a literary text
- construct meaning from text by making connections between what they already know and the new information they read
- identify universal themes
- evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose

UNIT ONE- Literary Elements and the Short Story

- Identify and explain plot structure (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement) in short stories.
- Understand and explain why plots in short stories usually focus on a single event.
- Analyze how authors create the setting in a short story.
- Define the concept of theme and identify the theme(s) in stories read.
- Identify and explain the use of figurative language in short stories.
- Analyze how authors create tone in short stories.
- Identify the point of view in a short story and analyze how point of view affects the reader's interpretation of the story.

UNIT TWO- The Novel- A War Between the Classes

- Learn about the history of the novel as a literary form.
- Recognize the importance of historical context to the appreciation of setting and character.
- Identify major and minor characters.
- Analyze and explain characterization techniques for major and minor characters.
- Explain that novels may have more than one plot and explain the use of multiple plots.
- Recognize the importance of point of view in a novel and why it would not be the same story told from someone else's point of view.

UNIT THREE- Literary Nonfiction-- Reflection (the Memoir, the Essay, and the Speech)

- Identify and explain the characteristics of a memoir.
- Distinguish between an autobiography and a memoir.
- Identify and explain the effect of stylistic devices used in memoirs.
- Identify and analyze the effect of rhetorical strategies in speeches.

UNIT FOUR- Drama-Fate

- Identify and explain the elements of drama in general.
- Explain the structure of the plot(s) and describe the dramatic techniques the playwright uses to advance them.
- Trace the development of major and minor characters and explain how characterization advances the plot or theme.
- Understand the definitions of comedy, tragedy, and history.
- Analyze the playwright's use of irony.
- Identify the poetic devices used in *Romeo and Juliet* and explain their effect.

UNIT FIVE - Epic Poetry-Heroism

- Identify and explain the elements of an epic poem.
- Identify and explain the characteristics of an epic hero.
- Analyze the relationship between myths or legends and epic poetry.
- Examine the historical context of literary works.
- Compare and contrast how related themes may be treated in different genres.
- Hone effective listening skills during oral presentations and class discussions.

Students will master the following skills:

- Read silently and aloud
- Define literary terms
- Write journal entries
- Complete K-W-L charts
- Write plot summaries
- Chart plot structures
- Write essay responses
- Discuss plot, character, theme, setting, etc.
- Discuss figurative device usage
- Complete group and individual projects
- Prepare oral presentations
- Listen to multimedia presentations (video/audio)
- Create posters
- Complete worksheets
- Engage in note-taking from mini-lectures, overhead and texts
- Write responses to comprehension, analysis, and critical reading questions
- Conduct library research
- Practice group dynamic skills

Major Activities to Support Course Objectives: See Pacing Guide Below

Student Responsibilities:

Attendance expectations:

When students are absent, they are encouraged to have a parent/guardian call or email for assignments and check Power School. If aware of absences ahead of time, students should get the assignments prior to the absence, especially for extended absences. Making up work is the responsibility of the **student**. Work that is not made up will receive a zero. Students who **cut** class on a day that a test or a quiz is given will **not** have the opportunity to make it up, and they will receive a zero on any graded assignment that is missed.

Homework expectations:

Homework is extremely important! Almost without exception, quizzes and graded class work will be based on the lessons in homework assignments. If homework is disregarded, students will have great difficulty in passing the course. Homework assignments will consist of questions from the textbook, responses to study guide questions, and vocabulary exercises.

Make-Up Work:

If students are absent on the day that any assignment (homework, quizzes, tests, projects, writing assignments, vocabulary, etc.) is due, they are expected to turn that assignment in the day they return. If students have a prolonged absence due to an extenuating circumstance, a make-up schedule will be provided.

Late Work:

All work is expected on the date that it is due!! However, if you do hand work in late, the late policy is as follows: 10 percent will be deducted the first day and an additional 5 percent will be deducted each day until you reach a 25 percent cap. The teacher will decide when late work will not be accepted during each unit. The late work policy pertains to **all** graded work: graded homework, journals, project, essays, etc. **Late work will not be accepted after we have gone over it as a class.**

Assessment:

Grading Components:

Students will be graded according to a point system.

Tests	100 points
Quizzes	50 points
Homework	5-40 points
Projects	50-100
Writing	50-100 points

Other assignments that are given on a less frequent basis will be given appropriate point values as needed.

Content Pacing Guide: The sequence may vary.

Topic	Major Assignments	Estimated Time
Short Story Unit & Literary Terms “The Most Dangerous Game” by Richard Connell “The Necklace” by Guy de Maupassant Any two of the following: “The Cask of Amontillado” by Edgar Allan Poe “The Scarlet Ibis” by James Hurst “The Gift of the Magi” by O. Henry “The Interlopers” by Saki “The Secret Life of Walter Mitty” by James Thurber	Comprehension questions Vocabulary, grammar, and usage Small and large group discussions Group work Journaling Quizzes Written Assignment – Literary/theme analysis for at least one short story - - class may do more than one at teacher’s discretion. Independently read and analyze one additional short story during the scheduled 84-minute block.	1-2 weeks
Novel - A War Between the Classes <u>The Pearl</u> by John Steinbeck (Summer Reading Requirement for CP and Honors) <u>Great Expectations</u> by Charles Dickens <u>Of Mice and Men</u> by John Steinbeck	Comprehension questions Vocabulary, grammar, and usage Small and large group discussions Group work Journaling Quizzes Tests Write a critical lens essay analyzing the independent reading selection <u>The Pearl</u> and <u>Of Mice and Men</u> by John Steinbeck. Analyze the similarities and differences between one character from the short story unit to a character from <u>Great Expectations</u> focusing on literary terms such as motivation, development, indirect and direct characterization, and conflict.	1+ week or Independent 3-4 weeks 2-3 weeks or Independent

<p>Drama-Fate <i>The Tragedy of Romeo and Juliet</i> by William Shakespeare</p> <p>Informational Text - <i>Poetics</i> by Aristotle (excerpt on comedy and tragedy)</p> <p><i>The Miracle Worker</i> (optional)</p> <p><u>West Side Story</u> (optional)</p>	<p>Comprehension questions Vocabulary, grammar, and usage Small and large group discussions Group work Journaling Quizzes Tests Writing assignment – Motif Analysis Essay</p> <p>Optional Assignment</p> <p>Independent research question on a related topic – Annotated Bibliography</p>	<p>3+weeks</p> <p>Independent</p>
<p>Literary Nonfiction-- Reflection (the Memoir, the Essay, and the Speech)</p> <p><u>Night</u> by Elie Weisel One or more speeches from the textbook One or more essays from the textbook</p>	<p>Comprehension questions Vocabulary, grammar, and usage Small and large group discussions Group work Journaling Quizzes Tests Independent research question on a related topic – Annotated Bibliography</p> <p>Optional Assignment</p> <p>Speech –Perform a dramatic reading of a passage from one of the selections in this unit. Include an introduction that explains: <ul style="list-style-type: none"> The occasion/context of the section Its literary and historical significance Record the recitation using a video camera or voice recorder so the performance may be evaluated for accuracy.</p>	<p>1-2 weeks</p>
<p>Epic Poetry-Heroism</p> <p><i>The Odyssey</i> by Homer “The Devious Narrator of <i>The Odyssey</i>” by Scott Richardson “The Lotos-Eaters” by Lord Alfred Tennyson</p> <p>Optional</p> <p>Excerpts from <u>Odysseus in America: Combat Trauma and the Trials of Homecoming</u> by Jonathan Shay Excerpts from video: “O Brother, Where Art Thou?”</p>	<p>Comprehension questions Vocabulary, grammar, and usage Small and large group discussions Group work Journaling Quizzes Tests Informative/Explanatory Writing Assignment – Write an informative/explanatory essay comparing heroism in <i>The Odyssey</i> with heroism in one of the contemporary nonfiction accounts. The thesis must be clearly stated and include at least three pieces of supporting evidence.</p>	<p>1-2 weeks</p>
<p>Summer Reading</p>	<p>Writing Assessment and/or</p>	<p>Ongoing</p>

Students are required to read and will be assessed on one novel from the approved summer reading list.	Project	
Independent Study	Writing Assessment and/or Project	Ongoing

Other supplemental reading materials may be covered as time permits.