

Wallenpaupack Area School District

Wallenpaupack Area High School

Course Title: English 9 Honors

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 accelerated, in-depth approach aims to advance the level of the college prep, literature based, genre course; much of the course work emphasizes independent and outside study. English 9 Honors courses prepare students for the Advanced Placement curriculum. Students are expected to practice and refine a variety of analytical and interpretive reading and writing skills. English 9 Honors includes the following: library orientation, and introductory high school research skills; college level vocabulary; interpersonal communication; standardized test-taking skills for reading and writing content. Students with limited motivation, average ability, or a casual interest in English studies should not schedule this intensive class. Summer reading is required.

Pennsylvania State Standards:

1.1: Reading Independently

- 1.1.9.A: Apply appropriate comprehension strategies to interpret and evaluate an author's implied or stated purpose using grade level text.
- 1.1.9.B: Use context clues, knowledge of root words, and word origins as well as reference sources to decode and understand new words.
- 1.1.9.C: Use vocabulary across all academic content areas that demonstrates knowledge of literal and figurative meanings of words, nuances, or connotations of words, and word origins.
- 1.1.9.D: Demonstrate comprehension of grade level text using before reading, during reading, and after reading strategies such as comparing and contrasting within and among texts, and evaluating an author's purpose and position.
- 1.1.9.E: Demonstrate an appropriate rate of silent reading based upon specific grade level texts.

1.2: Reading, Analyzing, and Interpreting Text

- 1.2.9.A: Evaluate text organization and content to determine the author's purpose, point of view, and effectiveness according to the author's theses, accuracy, thoroughness, and patterns of logic.
- 1.2.9.B: Differentiate fact from opinion using a variety of texts from public documents and all academic content areas by using accurate information and supporting arguments.
- 1.2.9.C: Distinguish between essential and nonessential information across a variety of texts from all academic content areas, identifying bias or propaganda where present.
- 1.2.9.D: Analyze inferences, citing textual support, drawn from a variety of public documents and all academic content area texts.
- 1.2.9.E: Read, understand, and respond to essential content in a variety of informational texts and documents across all academic content areas.

1.3: Reading, Analyzing, and Interpreting Literature – Fiction and Non-Fiction

- 1.3.9.A: Identify and recognize various literary genre and their relationship to the author's purpose.
- 1.3.9.B: Analyze the characteristics of poetry, prose, drama, novels, short stories, essays, and other basic genres, explaining the appropriateness of the form chosen by an author for a specific purpose.
- 1.3.9.C: Analyze the use and effectiveness of literary elements used by one or more authors, including characterization, setting, plot, theme, point of view, tone, mood, and style
- 1.3.9.D: Analyze the use and effectiveness of literary devices (e.g., personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, foreshadowing, and flashback) used by one or more authors in a variety of genres.

1.6: Speaking and Listening

- 1.6.9.A: Listen critically and respond to others in small and large group situations.
- Respond with grade level appropriate questions, ideas, information or opinions.
- 1.6.9.B: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.

1.7: Characteristics and Functions of the English Language

- 1.7.9.A: Analyze the role and place of standard American English and informal language when used in speech, writing and literature.

1.8: Research

- 1.8.9.A: Focus on a clear research question and develop and implement an inquiry-based process in carrying out research.
- 1.8.9.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using information from a variety of sources and document sources by using a consistent format for citations. Organize information logically as it relates to research topic. Evaluate information sources for relevance and credibility.
- 1.8.9.C: Create an organized and reasoned product that supports inferences and conclusions drawn from research.

1.9: Information, Communication, and Technology Literacy

- 1.9.9.A: Use media and technology resources for research and problem solving in content learning.
- 1.9.9.B: Analyze the techniques of media messages to evaluate how they influence society.

Common Core Standards:

Key Ideas and Details

- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

- RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

- RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

- RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Core Curriculum:

- Short Story Unit
- The Pearl
- Night
- Great Expectations
- Fahrenheit 451
- *The Tragedy of Romeo and Juliet*
- *The Miracle Worker*
- *The Odyssey*
- Vocabulary
- Summer Reading
- Research Project – Annotated Bibliography
 - MLA Format (Noodle Tools)

Course Objectives:

Students will demonstrate the ability to:

Fiction (Short Story)

- Read and appreciate the short story
- Analyze the relationships and effectiveness of literary elements used by one or more authors in a similar genre (characterization, setting, plot, theme, point of view, tone and style)
- Analyze the effectiveness in terms of literary quality and author’s use of literary devices
 - sound techniques
 - figurative language
 - literary structures
- Listen to selections of literature

- relate to previous knowledge
- take notes
- identify conflicts and predict solutions (K-W-L charts)
- ask relevant, clarifying questions
- contribute to discussions
- Analyze and synthesize the selections by relating them to other selections heard or read
- Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships with other words

Nonfiction (Night)

- Comprehend and appreciate nonfiction texts
- Analyze nonfiction elements/structure
- Understand the influence of time period
- Develop critical thinking strategies and reading strategies to gain a fuller understanding of nonfiction
 - relate selection to previous knowledge
 - identify conflicts and predict solutions (K-W-L charts)
 - ask relevant, clarifying questions
 - contribute to discussions
- Differentiate fact from opinion
- Distinguish essential from nonessential content (paraphrasing/summarizing)
- Evaluate organization, content, and focus of texts
- Evaluate author's purpose and effectiveness
- Develop strategies for understanding and appreciating the author's style in a story
- identify and define new words and concepts

Drama (The Tragedy of Romeo and Juliet and The Miracle Worker)

- Read and appreciate drama
- Understand the elements of drama
- Understand the dramatic structure
- Understand the difference between dramatic action and dramatic activity
- Develop critical thinking strategies and reading strategies to gain a fuller understanding of drama
 - relate selection to previous knowledge
 - identify conflicts and predict solutions (K-W-L charts)
 - ask relevant, clarifying questions
 - contribute to discussions
- Develop strategies for understanding and appreciating the playwright's techniques
- Develop an appreciation for the life and times of William Shakespeare
- Analyze and evaluate the characteristics of a tragic hero vs. an epic hero
- Analyze how playwrights use words to create tone and mood, and how choices of words advance the them or purpose of the works

Novel (The Pearl, Great Expectations and Fahrenheit 451)

- Read and appreciate the novels
- Identify, analyze and explain the types of novel
- Analyze the relationships, uses, and effectiveness of literary elements used by one or more authors in a similar genre (characterization, setting, plot, theme, point of view, tone and style)
- Analyze the effectiveness in terms of literary quality and author's use of literary devices
 - sound techniques
 - figurative language
 - literary structures
- Listen to selections of literature
 - relate them to previous knowledge
 - take notes
 - identify conflicts and predict solutions

- ask relevant, clarifying questions
- contribute to discussions
- Analyze and synthesize the selections by relating them to other selections heard or read
- Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships with other words

Poetry/Epic Poem (*The Odyssey*)

- Read a variety of poetic forms
- Develop a familiarization with poetic terminology and devices
 - understand meter, rhythm, rhyme, and sound devices
 - identify and explain figurative language
 - identify and explain the function of poetic devices
- Read and understand an epic poem
- Understand the importance of time period and ideals of Greek and Roman society
- Identify, analyze, and explain literary elements of the epic
- Understand the epic structure
- Develop critical thinking strategies and reading strategies for understanding an epic
- Develop strategies for understanding and appreciating Homer's techniques
- Analyze and evaluate the characteristics of an epic hero vs. a tragic hero

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: 50 percent will be deducted the first day, and work will not be accepted after that. 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:

Topic	Major Assignments	Estimated Time
Short Story Unit & Literary Terms “The Most Dangerous Game” “The Gift of the Magi” “The Scarlet Ibis” “The Cask of Amontillado” “The Interlopers” “The Secret Life of Walter Mitty” “The Necklace”	Homework – critical thinking questions Journal Projects Quizzes Tests	1-2 weeks
Nonfiction Autobiography <u>Night</u>	Homework – study guide questions Journal Projects Quizzes Tests	1+ week
Drama <i>The Tragedy of Romeo and Juliet</i> <i>The Miracle Worker</i>	Homework – study guide questions Journal Projects Quizzes Tests	3+weeks Independent
Novel <u>The Pearl</u> <u>Great Expectations</u> <u>Fahrenheit 451</u>	Homework – study guide questions Journal Projects Quizzes Tests	1+ week Independent 2-3 weeks or Independent
Poetry/Epic Poem <i>The Odyssey</i>	Homework – study guide questions Journal Projects Quizzes Tests	1-2 weeks
Vocabulary	Homework Exercises Quizzes	Ongoing
Summer Reading	Writing Assessment Project	Ongoing
Independent Study	Writing Assessment Project	Ongoing
Research Project	Annotated Bibliography	1+ week

Other supplemental reading materials may be covered as time permits.