

ENGLISH COURSE SYLLABUS

Course Title: English 9

Department: English

Primary Course Materials:

Unit One The Short Story

Texts

- * Adventures in Reading: (Suggested Selections)
 - "The Most Dangerous Game" Connell
- * Prentice Hall Literature: (Suggested Selections)
 - "The Most Dangerous Game" Connell
 - "The Scarlet Ibis" Hurst
 - "The Necklace" Maupassant
- * Impact: (Suggested Selections)
 - "The Sniper" O' Flaherty
 - "The Phoenix" Warner
 - "Thank You, M'am" Hughes
 - "Ah, Love! Ah, Me!" Steele
 - "Who's There" Clarke
 - "You Can't Take it with You" Wuorio
 - "The Snake" Crane
 - "Birthday Party" Brush
 - "The Path Through the Cemetery" Ross
 - "A Pair of Silk Stockings" Chopin
- * Suggested Selections (not found in texts):
 - "Harrison Bergeron" Vonnegut
 - "The Lottery" Jackson
 - "Two Kinds" Tan
 - "Guests of a Nation" O'Connor
 - "Where Are You Going, Where Have You Been" Oates

*Other stories may be chosen by the teacher

Unit Two Greek Mythology

- The Odyssey (Adventures in Reading or Prentice Hall Literature)
- Man the Mythmaker Jewkes

Unit Three The Novel

- At least 1 of the following:
 - Ethan Frome (EMC hardcover) Wharton
 - To Kill a Mockingbird Lee
 - The Pearl Steinbeck
- At least 1 of the following:
 - Bean Trees Kingsolver
 - Black Boy Wright
 - I Am the Cheese Cormier
 - The Red Pony Steinbeck
 - Warriors Don't Cry Pattillo Beals

Unit Four Drama
Shakespeare

Romeo and Juliet

Course Description:

This course lays the foundation for the study of literature by introducing students to the reading and thinking skills necessary to understand, interpret, and respond to texts. The focus of the course is on building the skills of literary analysis. Through the study of genre, including the novel, drama, mythology, and short story, the student is provided with the basic analytical tools that s/he will need in high school. The archetype of hero is considered throughout the readings in this course through which students will explore and develop what it means to be a heroic character. Students are encouraged to respond to their reading in a variety of ways--orally and in writing, academically and creatively, individually and in small groups. Readings are supplemented by other media that encourage students to evaluate interpretations of a text.

The writing program uses a focus correction approach and centers around building skills; the curriculum progresses from single paragraph to multi-paragraph open responses and culminates with the writing of an internal evidence paper. Writing activities center around the basics--constructing a focusing statement, organizing logically, supporting with specific examples, and integrating quotes correctly.

Vocabulary development is ongoing. Using classroom texts, students decode meaning from context and study new words. Vocabulary Workshop D is a basic text in this course.

Preparation for the MCAS exam, which students take sophomore year, is also integrated into the curriculum. Students are asked to respond to the texts they are reading in open response as well as long composition form. Through their daily examination of and responses to literature, students build the skills necessary for the MCAS exam.

One of the most important goals of this course is to help students understand literature by examining how the themes and messages are reflected in their own lives. By making these connections students are able to develop the critical thinking skills which are an inherent part of being active, intelligent, contributing members of society.

Essential Questions:

1. How does a skillful reader employ strategies to promote good comprehension before, during and after reading?
2. How does a skillful reader use the tools of literary analysis to find meaning in a text?
3. How does a skillful reader use internal evidence to support his/her interpretation of a text?
4. How does a skillful reader use writing and speaking skills to demonstrate his/her understanding of a text?
5. How does experiencing literature (i.e. themes, messages, characters, etc.) influence our lives?
6. How does a student use the ideas, opinions, and critical thinking skills developed in this course to make a positive difference in society?

Course Objectives: Students will:

1. Read, write and communicate effectively.
2. Read a rich variety of literary works, including fiction, drama, and non fiction from different periods and cultures, relating them to human aspirations and life experiences.
3. Analyze the implications of literary works, and communicate them through speaking, writing, artistic and other means of expression.
4. Analyze, interpret and evaluate information.
5. Make reasoned inferences and construct logical arguments.
6. Respond to literature using a variety of reading strategies to improve comprehension.
7. Explore the question, "What does it mean to be a hero?"
8. Consider how the themes in this literature apply to students' lives.

Common Goals:

Thinking and Communicating

- 1) Read information critically to develop understanding of concepts, topics and issues.
- 2) Write clearly, factually, persuasively and creatively in Standard English.
- 3) Speak clearly, factually, persuasively and creatively in Standard English.
- 4) Use computers and other technologies to obtain, organize and communicate information and to solve problems.
- 5) Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

Gain and Apply Knowledge in and across the Disciplines

- 6) Gain and Apply Knowledge in:
 - a) Literature and Language
 - b) Mathematics
 - c) Science and Technology
 - d) Social Studies, History and Geography
 - e) Visual and Performing Arts
 - f) Health and Physical Education

Work and Contribute

- 7) Demonstrate personal responsibility for planning one's future academic and career options.
- 8) Participate in a school or community service activity.
- 9) Develop informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world and understand how citizens can participate in the political and legal system to affect improvements in these areas.

Learning Standards from the Massachusetts Curriculum Framework:

A chart is attached identifying which of the standards from the Massachusetts Curriculum Frameworks will be assessed in this course.

Additional Learning Objectives Beyond the Curriculum Framework:

Content Outline:

- A. Unit One The Short Story**
The Basics of Fiction
1. Plot structure
 - inciting incident
 - rising action
 - climax
 - falling action
 - denouement
 2. Types of Conflict
 - External
 - person vs. person
 - person vs. society
 - person vs. nature
 - person vs. the supernatural
 - Internal
 - person vs. self
 3. Exposition and setting

- 4. Characterization
 - direct
 - indirect
- 6. Types of characters
 - dynamic/static
 - round/flat
 - protagonist/antagonist
- 7. Point of View
 - First person narrator
 - Third person limited narrator
 - Third person omniscient narrator
- 8. Theme
- 9. Writer's Tools / Language of Literature
 - imagery
 - foreshadowing
 - symbols
 - irony

Writing and Speaking--Response to Literature Choose two

1. Write an answer to an open response explaining the use of foreshadowing or symbolism in a work studied in class. The response should include a focusing statement, paragraph structure and examples from the text.

EXAMPLE: How does Richard Connell use foreshadowing to prepare the reader for the ending of "The Most Dangerous Game?" How does the use of symbolism convey the theme in Sylvia Warner's "The Phoenix"?

2. Analyze the methods of characterization used in a short story; show how his/her character is developed throughout the story. Use examples from the text to illustrate your points.

3. Use the methods of characterization learned in this unit to create a new character; insert him/her into a story read in class.

4. Use Freytag's Triangle to diagram the progress of the plot of a short story that has been read in class.

5. Analyze the role of irony in a short story that has been read in class. Use specific evidence from the text to support your analysis.

6. Create your own short story in which you incorporate all the necessary elements of plot development that have been discussed over the course of the unit. Also, the story must incorporate one of the following literary devices: foreshadowing, symbolism, or irony.

B. Unit Two Greek Mythology

The Basics of Myth

- 1. Origins of mythology
 - Why did man create myths?
 - Who are the Olympians?
- 2. Characteristics of a myth
- 3. The mythic hero
 - characteristics
 - adventures
- 4. Writer's tools

allusion

Writing/Speaking Response to Literature Choose two

1. Use the internet to research an Olympian god or major mythological character. Introduce this figure to the class in an oral presentation that is supported by a paper. The presentation may include costumes, interviews and skits to make the character come alive.
2. Present one's life as an Odyssey. The form may be written or primarily visual, supported by written material.
3. Write an internal evidence paper that demonstrates how Odysseus follows the heroic code.
4. Write an internal evidence paper that supports the thesis that The Odyssey is sexist.
5. Choose a scene from a Greek myth. Create an illustration of this scene that would be appropriate for the decoration of a Greek vase. Present the myth and an illustration orally and in writing.
6. Choose a Greek myth from a list provided by the teacher. Research the myth and retell it in the form of a children's book.
7. Create an allusion notebook containing words or expressions in contemporary use that spring from Greek myths. Sources could be advertising, product and team names, book and song titles, and outside reading.
8. Write a modern day myth modeled after those that have been read in class. In your myth the gods and goddesses, sickened by the current state of the earth and its moral digression, come to earth to help fix a current societal problem.
9. Write an internal evidence paper that demonstrates how Odysseus' hubris impacts the development of the story.

C. Unit Three The Novel

Major Concepts

1. Plot
 - Multi-layered plot
2. Conflict
 - Multiple conflicts
3. Characterization
 - Static/Dynamic
4. Point of View
 - The impact of point of view
 - Changing points of view
5. Structure of the novel
 - Organization of information
 - Chapter organization
6. Applying critical lenses
 - Historical context
 - Contemporary considerations/ the tenor of the times
 - Biographical (author) information

Writer's tools

terminology listed above

Writing/Speaking -- Response to Literature Optional

1. (Ethan From): Interview Edith Wharton after she viewed the film version of her novel. In her opinion, how well does the film capture her vision? This project may be written or performed.
2. (To Kill a Mockingbird): "What's In It For Me?" Write about values that one is able to identify in To Kill a Mockingbird comparing and contrasting them with one's own values.
3. (Any Novel): "Unlikely Pairs" Create a dialogue between two characters who never had this conversation in the novel, but whose doing so would have impacted the outcome of the story.
4. (To Kill a Mockingbird): Put To Kill A Mockingbird in historical context by researching life in the South in the 1930's. This can be an individual or a group project, presented orally or in writing.
5. (Any Novel): Create a "Body Biography" for one of the major charcters in the novel and then present your biography to the class.
6. (Warriors Don't Cry): After reading your assigned chapters of Warriors Don't Cry design a thirty minute lesson to teach those chapters to the class. Your lesson must include: the presentation of a summary of your chapters, an interactive activity, a question and answer period, and some type of final assessment on your chapters to be completed by your classmates.

Choose one

1. (Any novel): Write and internal evidence paper that analyzes the strengths and weaknesses of the protagonist.
2. (Ethan Frome or The Pearl): Write an internal evidence paper that explains the language of symbols in Ethan Frome or The Pearl.
3. (Any Novel): Choose a character from one of the novels that has been read in class who could be considered a hero. Write an internal evidence paper that defines the Hero archetype and shows to what extent this archetye is manifested in this character.
4. (To Kill a Mockingbird): Choose a character from To Kill A Mockingbird and write a comparison/contrast paper that evaluates how s/he measures up to the classic Greek hero. Atticus Finch, Miss Maudie, Boo Radley, or Mrs. Dubose are some possibilities.
5. (To Kill a Mockingbird): In a well developed five paragraph essay, identify a character from the novel To Kill A Mockingbird who displays courage and explain how this courage is important to the novel.
6. (To Kill a Mockingbird): Write an internal evidence paper that analyzes how the symbol of the mockingbird in evidenced through character development in the novel To Kill A Mockingbird.
7. (Free Read Option): Allow students to read a book of their choice from any genre including novel, graphic novel, biography, mysetery, etc., outside of school. Students will write a publishable review of the book upon completion. Reviews will be submitted to library for online publication.

D. Unit Four Drama

The Basics of Shakespearean Drama

1. Shakespeare -- his life and times
 abbreviated biography of Shakespeare
 A&E video biography of Shakespeare
2. His Theater: Contemporary vs. Elizabethan
 the Globe
 the audience

the actors
five act structure
tragedy as a dramatic form

3. His language
 - archaic vocabulary
 - sentence inversions
 - iambic pentameter
 - blank verse
 - rhyming couplets

Writer's tools

4. Dramatists' conventions
 - soliloquy
 - aside
 - dramatic irony
5. Dramatists' language
 - allusion
 - puns
 - hyperbole
 - oxymoron

Writing/Speaking -- Response to Literature

Optional

1. Choose a significant scene and present it to the class in a staged reading. Costumes and props are optional.
2. Paraphrase a selected, significant passage.
3. Summarize a selected, significant passage.
4. Rewrite a scene in contemporary language and perform it.
5. Create a poster for one of the following themes: love, hate, rage, fate, pride. With a focus on your particular theme, your poster must include the following: a symbolic illustration, an explanation of Shakespeare's message, two exemplifying quotes from the play, and a clear portrayal of its relevance and importance in our society/lives.

Choose one

1. Choose a major character -- Romeo, Juliet, Friar Lawrence or Nurse. Write an internal evidence paper analyzing his/her strengths and weaknesses.
2. "Some shall be pardon'd and some punished..." (V. iii) Write an essay of argumentation supporting one's opinion of who in the play should be pardoned and who should be punished. Be sure to support this position with examples and quotes from the play.
3. Is Romeo a victim of fate? Write an internal evidence paper supporting one's view.
4. Write an internal evidence paper analyzing how pride and thoughtless rage contribute to the major tragedy in the play.

Major Evaluation Strategies:

Name of Assessment	Type of Assessment		Common Goals Assessed	Standards Assessed	Other Objectives Assessed
	Test	Performance Assessment			
Language Arts Portfolio (Strand - Composition)	<input type="checkbox"/>	<input checked="" type="checkbox"/>		19, 20, 21, 22, 23, 24	
Multi-draft Essays (Strand - Literature, Composition)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 3, 4, 5	10, 11, 14, 15, 16, 19, 20, 21, 22, 23, 24	
Dramatic presentations, staged readings, original skits responding to literature (Strand - Language, Literature)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 3, 4	3, 9, 10, 11, 12, 14, 17, 18	
Written and oral projects (Strand - Language , Literature)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 3, 4, 5	3, 8, 9, 10, 11, 12, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 26, 27	
Core Assignment - Essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 3, 4, 5	11, 14, 16, 19, 20, 21, 22, 23	
Unit tests containing multiple choice, short answer, and/or open-ended responses	<input checked="" type="checkbox"/>	<input type="checkbox"/>			All
Quizzes containing multiple choice, short answer, and/or open-ended response	<input checked="" type="checkbox"/>	<input type="checkbox"/>			All
Homework	<input type="checkbox"/>	<input checked="" type="checkbox"/>			All
Class participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>			All
Learning logs and journals	<input type="checkbox"/>	<input checked="" type="checkbox"/>			All
Reading strategy assessments	<input type="checkbox"/>	<input checked="" type="checkbox"/>			8, 9, 11, 12
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Learning Standards from the Massachusetts Curriculum Framework:

Language Strand		
<input checked="" type="checkbox"/>	Standard 1: Discussion	Students will use agreed-upon rules for informal and formal discussions in small and large groups.
<input checked="" type="checkbox"/>	Standard 2: Questioning, Listening, and Contributing	Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.
<input checked="" type="checkbox"/>	Standard 3: Oral Presentation	Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
<input checked="" type="checkbox"/>	Standard 4: Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing.
<input checked="" type="checkbox"/>	Standard 5: Structure and Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.
<input checked="" type="checkbox"/>	Standard 6: Formal and Informal English	Students will describe, analyze, and use appropriately formal and informal English.
Reading and Literature Strand		
<input type="checkbox"/>	Standard 7: Beginning Reading	Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.
<input checked="" type="checkbox"/>	Standard 8: Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
<input checked="" type="checkbox"/>	Standard 9: Making Connections	Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
<input checked="" type="checkbox"/>	Standard 10: Genre	Students will identify, analyze, and apply knowledge of the characteristics of different genres.
<input checked="" type="checkbox"/>	Standard 11: Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 12: Fiction	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 13: Nonfiction	Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 14: Poetry	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 15: Style and Language	Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 16: Myth, Traditional Narrative, and Classical Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

Reading and Literature Strand(cont'd)		
<input checked="" type="checkbox"/>	Standard 17: Dramatic Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 18: Dramatic Reading and Performance	Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.
Composition Strand		
<input checked="" type="checkbox"/>	Standard 19: Writing	Students will write with a clear focus, coherent organization, and sufficient detail.
<input checked="" type="checkbox"/>	Standard 20: Consideration of Audience and Purpose	Students will write for different audiences and purposes.
<input checked="" type="checkbox"/>	Standard 21: Revising	Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.
<input checked="" type="checkbox"/>	Standard 22: Standard English Conventions	Students will use knowledge of standard English conventions in their writing, revising, and editing.
<input checked="" type="checkbox"/>	Standard 23: Organizing Ideas in Writing	Students will organize ideas in writing in a way that makes sense for their purpose.
<input checked="" type="checkbox"/>	Standard 24: Research	Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.
<input checked="" type="checkbox"/>	Standard 25: Evaluating Writing and Presentations	Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.
Media Strand		
<input checked="" type="checkbox"/>	Standard 26: Analysis of Media	Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.
<input type="checkbox"/>	Standard 27: Media Production	Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.