

ENGLISH COURSE SYLLABUS

Course Title: English 9 Honors

Department: English

Primary Course Materials:

Unit One The Short Story

Texts

Impact

Suggested Selections:

"The Sniper"	O' Flaherty
"The Phoenix"	Warner
"The Interlopers"	Saki
"Thank You, M'am"	Hughes
"The Cask of Amontillado"	Poe
"The Open Window"	Saki
"All Summer in a Day"	Bradbury
"You Can't Take It with You"	
Others chosen by the teacher	

Unit Two Greek Mythology
Selections from:

Odyssey	Homer (Fitzgerald translation)
Man the Mythmaker	Jewkes
Mythology	Hamilton
Bullfinch's Mythology	

Unit Three The Novel
At least 3 of the complete novels:

Ethan Frome (EMC hardcover)	Wharton
To Kill a Mockingbird	Lee
The Pearl	Steinbeck
Black Boy (Selections)	Wright
Great Expectations	Dickens

Unit Four Drama

Romeo and Juliet	Shakespeare
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Course Description:

This course will be an introduction to reading, thinking, and writing at the high school level. The Honors program offers challenge and enrichment to students who are committed to academic excellence and intellectual curiosity. Throughout the semester, students will develop their use of the tools of literary analysis, which means students will understand, interpret, and respond to literature in a thoughtful manner. In analyzing literary works, it is expected that students will use the language of literary analysis: setting, plot, character, theme, archetype, style, protagonist, antagonist, imagery, mood, irony, paradox, and figurative language.

Students should expect to write 6-8 formal, multi-pages essays in which they analyze the literature using the tools of literary analysis. Essays will either partially or entirely constitute examinations. The essays will use textual evidence to support the thesis. Additionally, students should expect to read 20-30 pages per night, particularly when we study novels.

In order to come to an understanding of the literature as a community, a substantial portion of our class time will be devoted to discussion. It is expected that students be prepared to contribute to discussions and to offer insights into the literature. During class discussions, Honors students are expected to maintain a respectful and mature demeanor, revealing their intellectual engagement with the literature. As further demonstration of their understanding, students will produce projects and presentations, both formally and informally. There will be opportunities for independent and group work.

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

Essential Questions:

1. How does a skillful reader employ strategies to promote good comprehension before, during, and after reading?
2. How does a reader use the tools of literary analysis to find meaning in a text?
3. How does a reader use internal evidence to support his/her interpretation of a text?
4. How does a reader use writing and speaking skills to demonstrate his/her understanding of a text?

Course Objectives:

Students will:

1. Read, write and communicate effectively.
2. Read a rich variety of literary works, including fiction, poetry, 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

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
 - 10. archetypes**

Writing and Speaking--Response to Literature Choose 2

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 meaning of the title "The Most Dangerous Game"?
How does the use of symbol convey the theme in 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. Or explain the change that occurs in a character from one of the short stories. Use paraphrased and direct evidence from the story to support analysis. This task can be oral or written, an individual or a group effort.
3. Contrast the plotlines of two different stories and evaluate the effect of a well-balanced plot against one that ends abruptly with little resolution. Or critique a single story's use of plot.
4. Analyze the role of irony in a short story that has been read independently. Use specific evidence from the text to support your analysis.
5. Create an original short story incorporating all of the literary elements and using vivid, effective language.
6. Read a short story independently and then write an archetypal analysis of the story. Use specific evidence to support your ideas.
7. Choose two stories that share a theme. Write a brief comparison or contrast essay.

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
5. Optional: Archetypes (from Jewkes)
Creation myths and Loss of the Golden Age
God-Teacher
End of Childhood
Metamorphosis

Writing/Speaking Response to Literature Choose two.

1. **Odyssey Jigsaw:** Choose an adventure from The Odyssey that has not been read or discussed in class. Using different media (PowerPoint, skits, puppets, etc.) , teach this adventure to the class.

2. Create an updated Odyssey. Select a more recent war and base your hero's adventures on The Odyssey.
3. Write an internal evidence paper that argues Odysseus is the ideal epic hero. Another option is to write an essay analyzing Odysseus' strengths and weaknesses.
4. Write an internal evidence paper that supports the thesis that The Odyssey is sexist.
5. Analyse The Odyssey for its epic characteristics.

Mythology:

Required:

6. After reading Greek myths, brainstorm values that the ancient Greeks held. Choose four values and using at least 4 different myths explain how the myths convey the values. Use two myths for each value. Some myths may contain more than one value.

Optional:

7. 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.
8. Choose a Greek myth from a list provided by the teacher. Research the myth and present the myth to the class in the form of a skit.
9. 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.
10. Research and present at least three myths from another culture. Analyze the myths for commonalities and what those common characteristics reveal about the culture.
11. Write an original myth modeled after those that have been read in class.

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
 - Feminist approach
 - Psychoanalytical

Writer's tools

terminology listed above

Writing/Speaking -- Response to Literature

Optional

Ethan Frome:

- 1. Write an internal evidence essay in which you argue who or what is responsible for Ethan Frome's entrapment.**
- 2. Write an internal evidence essay in which you analyze Wharton's use of symbolism.**
- 3. Write a feminist critique of Ethan Frome.**
- 4. Write an essay in which you analyze how economics impacts the characters and influences their decisions.**
- 5. Create a parody of Ethan Frome; you can either film it or perform it in front of the class.**

The Pearl:

Required Essay: Choice of Topic

- 1. Write an internal evidence essay in which you analyze the symbolism of the pearl.**
- 2. Write an internal evidence essay in which you analyze Steinbeck's critique of colonialism.**
- 3. Write an internal evidence essay in which you analyze Steinbeck's use of imagery.**

Optional:

- 4. Create a newscast about Kino's decision to circumvent the pearl buyers. Write from the perspective of the ruling class or from the perspective of the indigenous people.**
- 5. Create a visual representation of the symbolism of the pearl. Include a written explanation of your choices.**

Great Expectations:

- 1. Write an internal evidence essay in which you analyze the concept of the gentleman as presented in the novel.**
- 2. Write an internal evidence essay in which you analyze how setting impacts characters.**
- 3. Create an art project that illustrates the symbolism of the various settings in the novel.**
- 4. Research a relevant social/historical topic and present to the class and connect to the novel.**
- 5. Pick one of the major characters and trace his or her evolution. Be sure to include catalytic characters and events.**
- 6. Pick one of the social justice issues that Dickens addresses and research contemporary debates about the issue. How has the issue been resolved (or has it?) over the past 110 years? Present to the class.**
- 7. Using Digital Storytelling, choose a character and become that character as you narrate his or her story.**
- 8. Choose a character and write a resume and cover letter for an employment position.**

To Kill a Mockingbird:

- 1. Short essay questions on the Final Exam. Some possible prompts: 1. How the novel is a bildungsroman 2. The major symbols 3. Concept of the outsiders and how their voluntarily removal from society is a comment on that society 4. The different types of prejudice**
- 2. Digital Scrapbook in which you record your responses to Essential Questions for the novel.**
- 3. Keep a map of the setting. All elements on the map should reveal significant events, characters, and symbols.**
- 4. Reader's Theater: Select a significant section of the book from a list provided by the teacher and transform narrative text into dramatic text. Perform for the class.**

5. **Comic Strip:** Select three formative events for a particular character and create a 6 panel comic strip depicting those events and the impact they have upon your character. You will need to use the standard elements inherent in comic strips (e.g. thought bubbles, angles, narrative boxes).
6. **Research lesser known Civil Rights activists and present to the class their contributions.**

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**
 Prologue
 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. **Create a vocabulary skit and incorporate literary elements as well as dramatic conventions (asides, soliloquies, etc.) and use figurative language devices like allusions, puns, etc. Your skit should also make allusions to Romeo and Juliet**
3. **Research a particular topic on the Elizabethan Era (e.g., importance of drama, the Globe, Shakespeare's biography, the role of women, marriage, clothing and social status, etc.) and present to the class.**
4. **Select one important word or word pair from the drama and either write a brief analysis about the importance of this word to the play.**
5. **Create a board game based on the characters, themes, conflicts, and dramatic conventions of the play.**
6. **Create an iPod playlist for a character. You should have at least one song per Act for your character. The song should be appropriate for the character, his or her conflicts, and the predominant mood of the Act. You must also provide a written rationale for your song choices along with the song lyrics.**
7. **Create a blog for a character.**

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. Choose a theme that we have studied and write an internal evidence paper tracing the development of that theme in the play.**
- 5. What critique is Shakespeare making about his society? Analyze the critique he makes in an internal evidence essay.**
- 6. Analyze Romeo or Juliet as a dynamic character in an internal evidence paper.**

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"/>	2,3,6,7	19, 20, 21, 22, 23, 24	
Multi-draft Essays (Strand - Literature, Composition)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 3, 4, 5,6	4, 5 ,8, 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, 6	3, 8, 9, 10, 11, 12, 14, 17, 18, 19, 20, 21, 22, 23	
Written and oral projects (Strand - Language , Literature)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 3, 4, 5,6	3, 5, 8, 9, 10, 11, 12, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 26, 27	
Core Assignment - Essay (Language, Literature, and Composition Strands)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 3, 4, 5, 6	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"/>	2,3,4,5,6	4, 8,9,10,11,12,15,16,17,19,20,22	
Quizzes containing multiple choice, short answer, and/or open-ended response	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2,3	4, 8,9,10,11,12,15,16,17,19,20,22	
Homework	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,2,4,5,6	4, 8,9,10,11,12,15,16,17,19,20,22	
Class participation (Language Strand)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,2,3,4,5,6	1,2,3,6	
Oral Presentations (Language, Reading and Literature Strands)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,2,3,4,6	3, 8,9,10,11,12,13,15, 16,17	
Media-Based Presentations (Media Strand)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,2,3,4,6	19,20,21,22,23,25,27	
Vocabulary Skits/Stories (Language Strand)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2,3,6	4,6,12,17,18,19,20,21,22,23	
Presentations/Reports on historical contexts of literary pieces (Reading and Literature Strands)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,2,3,4,5,6	9,13, 19, 20,21, 22,23,24,25	
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Learning Standards from the Massachusetts Curriculum Framework:

Language Strand		
<input type="checkbox"/>	Standard 1: Discussion	Students will use agreed-upon rules for informal and formal discussions in small and large groups.
<input 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 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 type="checkbox"/>	Standard 4: Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing.
<input 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 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 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 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 type="checkbox"/>	Standard 10: Genre	Students will identify, analyze, and apply knowledge of the characteristics of different genres.
<input 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 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 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 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 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 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 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 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 type="checkbox"/>	Standard 19: Writing	Students will write with a clear focus, coherent organization, and sufficient detail.
<input type="checkbox"/>	Standard 20: Consideration of Audience and Purpose	Students will write for different audiences and purposes.
<input 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 type="checkbox"/>	Standard 22: Standard English Conventions	Students will use knowledge of standard English conventions in their writing, revising, and editing.
<input type="checkbox"/>	Standard 23: Organizing Ideas in Writing	Students will organize ideas in writing in a way that makes sense for their purpose.
<input 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 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 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.