

Course Description
English I-College Prep
Literature and Composition

Course Description:

This is a 9th grade literature and composition course. Students will read from a wide variety of literature traditions including short story, non-fiction, drama, poetry, and novels, and will analyze recurrent patterns and themes in historically or culturally significant works. Students will complete a variety of writing assignments that will continue to develop their skills in narrative, expository, persuasive, and descriptive essays. Students will gain skills necessary for competent writing by focusing on the mechanics of language and vocabulary development and critical reading and writing. They will respond orally to the literature in all genres and will complete an end-of-the-year presentation that summarizes their work.

Suggested curriculum:

Student, in conjunction with the IS teacher, may choose from either a packaged curriculum (online), or from the required text and additional key assignments option. This course is UC A-G approved.

Approved packaged curricula/online option

Students are expected to follow the course syllabus and complete the course over the duration of a school year. Any online/packaged course must include online teacher support.

- National University Virtual High School English 9 AB
- Apex Learning: *Introduction to Literature and Composition*

Text and key assignments option

Approved text to be used in conjunction with key assignments and completed over the course of a school year (see attached pacing guide). Students will be expected to develop and present work samples described under the key assignments section as well as those required in the textbook/curriculum used. Students will work independently through the text as a primary resource.

Prentice Hall

Timeless Voices, Timeless Themes, Gold Level California Edition

Writing About Literature by Edgar Roberts, Prentice Hall

Vocabulary from Classical Roots by Norma Fifer and Nancy Flowers

Grammar TBD

Suggested Performance Expectations For English 1-CP:

Students should be expected to complete on a weekly basis the equivalent to:

- Vocabulary, 10-20 words a week- part of speech, origin, spelling and definition.
- Grammar lesson- as they apply to student’s needs.
- Reading- assigned material 5- 20 pages a day, depending on appropriate level
- In addition, students should be reading independently from a variety of media, both age and classroom appropriate.
- Read 4 additional independent reading selections.

Text/Key Assignments Course Outline

In addition to text chapter readings and assignments, students will keep a reader response journal wherein the student will summarize, respond, reflect, and interpret the assigned literature. Sample pages will be turned in on a regular basis. In conjunction with correlating units in the textbook, the students will also complete the following key assignments. These will become a part of the students monthly work documentation.

I. Short Story

<p>A. Major Topics</p> <ol style="list-style-type: none">1. Plot.2. Character.3. Point of View.4. Setting.5. Theme.	<p>B. Instructional Objectives</p> <p>Students will be able to:</p> <ol style="list-style-type: none">1. Understand and apply literary terms to selected readings.2. Build a reading vocabulary.3. Read and comprehend short stories by learning to identify with a character, predicting, making inferences about characters, and drawing conclusions.4. Summarize readings.
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Key Assignment:

The student will read two teacher-assigned short stories from the text. Upon completion of the readings the student will discuss the stories with the teacher, and/or parent educator, and, if appropriate, with other students, in preparation for the writing of an essay. Then each student will write an essay, following the directions above that describes the major theme of each story, and analyzes how the stories were similar and how they were different. The essay should also reflect on how the era from which the author writes influences the writing. The final essay is to be 600 to 1000 words in length. (Compare/contrast rubric)

II. Drama

<p>A. Major Topics</p> <ol style="list-style-type: none">1. Characters.2. Staging.3. Dialogue.4. Blank Verse.5. Soliloquy, Aside, and Monologue.6. Dramatic Irony.7. Tragedy.	<p>B. Instructional Objectives</p> <p>Student will be able to:</p> <ol style="list-style-type: none">1. Understand and respond to literary elements.2. Understand and apply literary terms such as: protagonist, antagonist, dramatic foil, conflict, theme and apply them to selected readings.3. Develop a reading vocabulary.4. Read, evaluate, and comprehend a play by using the text as an aid, paraphrasing, identifying cause and effect and making predictions.5. Summarize readings.6. Memorize and recite a key speech from the play.
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Key Assignment:

The student will read a full length play either from the text or the following list.. Discussions, as described in the above assignments, will take place regarding the reading. The discussion will include the writing style of the author, in contrast to the style found in short stories, novels, and biographies. Upon completion of the reading of the play, each student will write a 700 to 1000word essay, following the directions above, that demonstrates an understanding of literal and figurative language as used in the play. In addition the student will describe the vocabulary and tone used in the play, using quotes, to address the audience for whom the play was originally intended and how it reflects the social and political structures of the time, or suitable essay prompt as assigned. (analytical 7 point scoring rubric)

Reading will be selected from the following:

<i>Romeo and Juliet</i>	William Shakespeare
<i>Midsummer Night's Dream</i>	William Shakespeare
<i>Miracle Worker</i>	William Gibson
<i>Our Town</i>	Thornton Wilder
<i>Zoot Suit</i>	Luis Valdez

III. Non-Fiction

<p>A. Major Topics:</p> <ol style="list-style-type: none"> 1. Autobiography/Biography. 2. Essays. 3. Speeches. 4. Editorials. 5. Articles. 	<p>B. Instructional Objectives</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Read, understand and critique essays and non-fiction works by identifying the author's attitude, finding the main idea and supporting points, using visuals as keys to meaning, determining the author's purpose. 2. Develop a reading vocabulary. 3. Summarize readings. 4. Apply literary terms to selected readings.
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Key assignments:

1. The student will read a biography or autobiography either from the list or from the text. As in previous assignments, the student will engage in a discussion about the assignment. The discussion will consider the setting in which the subject lived, the obstacles overcome, and the merits of the subject's accomplishments. Upon completion of the reading assignment and discussion, each student will write a 700 to 1000-word essay, following the directions above, that persuades the evaluator that the person who is the subject of the reading is either worthy or not worthy of the respect usually given to the subject of a biography. (Evaluative/persuasive rubric)

Suggested readings,

<i>What Manner of Man: A Biography of Martin Luther King, Jr</i>	Lerone Bennett, Jr.
<i>Anne Frank: Diary of A Young Girl</i>	Anne Frank
<i>Geronimo: The Man, His Time, His Place</i>	Angie Debo
<i>All Creatures Great and Small</i>	James Herriott
<i>Picture Bride</i>	Yoshiko Uchida
<i>I know Why the Caged Bird Sings</i>	Maya Angelou

2. In conjunction with textbook unit on informational materials or editorial writing, the student will read editorials from three sources. The sources are to include a popular newspaper, (such as the San Francisco Chronicle, New York Times, or Wall Street Journal) and a journal, (such as an academic, political, or religious publication). The editorials are to focus on similar topics or subjects. The student will discuss the three articles and then develop an essay similar in length as to those selected, following the directions above. In this assignment students are to write their own editorial on the same topic, using the style of an editorial writer in which they state the problem, establish the rationale for their opinions, support opinions with facts and provide coherent conclusions. (persuasive rubric)

Suggested editorial topics:

- Environmental issues
- Foreign Affairs
- National politics
- Economic issues
- Media

3. Each Student will read a non-biographical work of nonfiction either from the list or from the text. The student will engage in a discussion about the writing. The discussion will summarize and analyze the information that is provided. The student will be critical about the accuracy, currency, scope, style, originality, and author's ability to convince the reader. Upon completion of the reading assignment and discussion, each student will write a 700 to 1000-word essay, following the directions above. The essay should address some or all of the criteria mentioned in this paragraph and explain how it is relevant to the era in which it was written and why the author wrote the piece. (analytical rubric)

Suggested readings include:

<i>You Can Fool All of the People All of the Time</i>	Art Buchwald
<i>Souls of Black Folk: Essays and Sketches</i>	W.E.B. DuBois
<i>New Directions</i>	Maya Angelou
<i>The Talk</i>	Gary Soto

4. The student will complete and present a research paper following guidelines presented in textbook or in composition text. The student will discuss a suitable topic with the teacher, and develop a clear research question. The student will synthesize information from multiple sources, integrate citations into the written text, and use MLA format to document sources. The student will publish the document using suitable technology and develop a presentation. (research paper rubric/presentation rubric)

IV. Poetry

A. Major Topics <ol style="list-style-type: none">1. Lyric poetry.2. Narrative poetry.3. Dramatic poetry.4. Musical devices including: meter, alliteration, onomatopoeia, assonance,5. Figurative language including: similes, lyrical metaphor, and personification.6. Imagery.7. Haiku and Sonnets.8. The epic poem.	B. Instructional Objectives <p>Students will be able to:</p> <ol style="list-style-type: none">1. Understand and apply literary terms to selected readings.2. Identify literary elements in a poem.3. Read, analyze and critique a poem by paraphrasing, summarizing, picturing imagery, listening for poetic sounds, and drawing inferences about the speaker.
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Key Assignment:

Concurrent with textbook unit on poetry, students will read poems from a variety of eras and cultures; for example, from Greek or Roman times (such as Homer or Cicero), Middle Ages (English, French, German, Russian, Japanese, or other cultures), 17th and 18th century English or American (such as Shakespeare, Kipling, Longfellow, or Poe), and 20th and 21st century poets (such as Angelou, Cummings, or Frost). Students should be prepared to discuss concepts, such as comparing poems in verse to free-style poetry, contrasting poetry to music, and the commonality of the introduction-body-conclusion structure. Following the directions listed above, students are to write an essay of 700 to 1000 words that compares and contrasts the styles, historical settings, and variety of purpose of the poems selected and how they are reflected of the style of the period in which they were written. (compare and contrast rubric)

V. The Novel

<p>A. Major Topics</p> <ol style="list-style-type: none"> 1. Fiction. 2. Plot. 3. Conflict. 4. Characterization. 5. Setting. 6. Point of View. 7. Theme. 8. Symbol. 	<p>B. Instructional Objectives</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Apply literary terms to a novel. 2. Summarize the plot of novel. 3. Understand the theme(s) of a novel. 4. Evaluate and respond to the literature.
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Key Assignment:

The student will read four novels over the course of the year. The student will engage in a discussion about the reading with the teacher, and/or parent educator, and, if appropriate, with other students. The discussion will summarize, analyze, and describe the main characters and elements of the story. Upon completion of the reading assignment and discussion, each student will write a 700 to 1000-word essay, following the directions above, that identifies and describes the major characters, describes the plot, explains why the student liked or disliked the story, and analyzes important themes in the book and how those themes are influenced by the period in which the writer lived and wrote, or *suitable essay prompt as assigned*. Appropriate literary terms should be used. (analytical or persuasive rubric)

Novels will be selected from the following list:

	Lexile Level
* Bless Me, Ultima (Anaya)	840 L
* Lord of the Flies (Golding)	770L
* Of Mice and Men (Steinbeck)	630L
* To Kill a Mockingbird (Lee)	870L
A Gathering of Flowers (ed. Thomas)	890L

A Lesson Before Dying (Gaines)	750L
Am I Blue? (Bauer)	760L
Animal Farm (Orwell)	1170L
Barrio Boy (Galarza)	1140L
Bean Trees (Kingsolver)	900L
Best Stories of Jack London (London)	900-1150L
Cannery Row (Steinbeck)	930L
Fallen Angels (Meyers)	650L
Fast Food Nation (Schlooser)	1240L
House on Mango Street (Cisneros)	870L
Illiad (Homer)	1330L
Inland Whale (Kroeber)	1170L
Martian Chronicles (Bradbury)	740L
Mythology (Hamilton)	1040L
Odyssey (Homer)	1050L
Old Man and the Sea (Hemingway)	940 L
Parable of the Sower (Butler)	710L
Parrot in the Oven (Martinez)	1000L
Shadow of the Dragon (Garland)	840L
Thousand Pieces of Gold (McCunn)	940L
Unsettling America: An Anthology of Contemporary Multicultural Poetry (ed: Gillan)	NP
Witch of Goingsnake and Other Stories (Conley)	
The Yearling (Rawlings)	750 L

* Strongly recommended

VI. In addition, following written work submission directions, the student will complete the following writing assignments in conjunction with appropriate textbook units of approx. 700 words minimum:

- Autobiographical incident narrative- uses sensory details to describe a pivotal moment in the writer's life and reflects upon the significance of that incident.

- A formal business letter

Additionally:

- Character sketch- Creates a character using vivid and original descriptions and figurative language

and:

- Setting description –A setting description makes a specific location vivid and alive by using figurative language and sensory details.

OR

- A creative short story incorporating the character sketch and descriptive setting requirements

VIII. In the last month of the school year, students will prepare a portfolio of their work and an outline for an oral presentation. This outline will be turned in before the presentation. The student will present their year-end summary and portfolio orally. The presentation should be 10 minutes in length and followed by a question and answer

period. In addition, the student will prepare a self-evaluation that describes what has been learned and how this will be helpful in the future.

English I CP Key Assignment checklist

Assignment	Date/Learning Period Completed
Short story (compare/contrast essay)	
Editorial (Evaluative /persuasive)	
Play (Analytical)	
Biographical or autobiographical narrative	
Non-fiction article	
Character sketch	
Descriptive setting	
OR short story using sensory details or character and description	
Business letter	
Research paper	
Paper <input type="checkbox"/>	
Presentation <input type="checkbox"/>	
Novel/reading #1	
Essay <input type="checkbox"/>	
Presentation <input type="checkbox"/>	
Novel/reading #2	
Essay <input type="checkbox"/>	
Presentation <input type="checkbox"/>	
Novel/reading #3	
Essay <input type="checkbox"/>	
Presentation <input type="checkbox"/>	
Novel/reading #4	
Essay <input type="checkbox"/>	
Presentation <input type="checkbox"/>	
Independent reading #1	
Independent reading #2	
Independent reading #3	
Independent reading #4	
Portfolio presentation	GP 10

