

Course Description
English I
Literature and Composition

Course Description:

This is a 9th grade literature and composition course. Students will read writing 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 learn all phases of the writing process in order to foster confidence in developing a written voice and an understanding of various types of essays. In conjunction with literature analysis and essay writing, grammar and vocabulary will be taught. Emphasis will be on the parts of speech, sentence structure, capitalization, punctuation, and writing style. Oral communication skills will also be emphasized. English 1 is a one- year course, 5 credits each semester will be awarded with a passing grade.

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.

Online course option

These are packaged curricula. 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.

- NDIS, Language and Composition H EN1031P (print) or H EN1031W (online) AND Freshman Literature, H EN 1171P (print) or H EN1171W (online)
- University Nebraska-Lincoln I.S.H.S., 9th Grade Eng, #Eng 031 and 032
- National University Virtual High School English 9 AB
- Apex Learning: *Introduction to Literature and Composition Core*

Text and key assignment 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

Literature: Timeless Voices, Timeless Themes Gold California Edition
Writing and Grammar Gold
Vocabulary

Instructional Methods and/or Strategies:

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.

Suggested Performance Expectations For English 1:

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 3 additional independent novel selections.

Writing:

Free writing is invaluable to students and helps develop thought, voice and skill without the pressure and constraints of formalized essays; therefore, students are encouraged to write in a journal 3-5 times a week on a variety of topics. Topics may include response to quotes, literary passages, poems, current events, thought-provoking questions.

Formal writing- complete 3-5 formal essays a semester.

Key Assignments:

In addition to text chapter readings and assignments, students will complete the following:

I. Short Story

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| <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 their IS teacher and write a 3-5 page essay, following the directions that describes the major theme of each story, and analyzes how the stories were similar and how they were different. (Compare and contrast essay-use compare/contrast rubric).

II. Novel

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| <p>A. Major Topics</p> <ol style="list-style-type: none"> 1. Fiction. 2. Plot. | <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. |
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| 3. Conflict. 4. Characterization. 5. Setting. 6. Point of View. 7. Theme. 8. Symbol. | 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:

Each student, regardless of curriculum being used, will select three novels or auto/biographies per year from the attached list. The student will engage in a discussion about the reading with their IS teacher. 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 3-5 page essay, following directions, that identifies and describes the major characters, describes the plot, while analyzing important themes in the book. (analytical essay-use analytical 7 point essay scoring rubric)

Readings 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 |
| * I Know Why the Caged Bird Sings (Angelou) | 1070L |
| * Farewell To Manzanar (Wakatsuki-Houston) | 1040 L |
| 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 |
| Picture Bride (Uchida) | 970L |
| Shadow of the Dragon (Garland) | 840L |

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| 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

Every student will present a 3-5 minute oral presentation on the novel. Using procedures provided in the textbook, the student will prepare an outline summarizing the elements of the novel along with their personal reaction to the story. The student should discuss why the novel was selected, what he/she liked and disliked about the novel and what the student learned from the reading. The outline will be turned in after the presentation is complete. (presentation rubric)

III. Non-Fiction

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| <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 Assignment:

1. The student will complete and present a research paper according to instructions contained in the textbook or 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)

2. After studying a unit on editorial writing in the textbook, 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.

(Evaluative/Persuasive rubric)

Suggested editorial topics:

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

IV. Drama

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| <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. |
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Key Assignment:

Students will consult their textbook unit on dramatic conventions. The student will read a full length play either from their text or the following list. Upon completion of the reading of the play, each student will write a 500-700 word 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 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 rubric)

Readings will be selected from the following:

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| <i>Romeo and Juliet</i> | William Shakespeare |
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| <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 |

In addition, using their textbook as a primary resource for instruction, and following directions for submission of written work, the student will complete the following writing assignments of approx. 500-700 words:

- 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

English I Key Assignment checklist

| Assignment | Date/Learning Period Completed |
|---|--------------------------------|
| Short story (compare/contrast essay) | |
| Editorial (Evaluative /persuasive) | |
| Play (Analytical) | |
| Biographical or autobiographical narrative | |
| 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"/> | |
| Independent reading #1 | |
| Independent reading #2 | |
| Independent reading #3 | |