

English 1 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 a various types of essay. 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.

Course Goals/Major Outcomes:

Students will work towards mastering the California State English-Language Arts Content Standards. Student understanding of the standards will be measured by teachers, working collaboratively, to consider a multifaceted view of what constitutes a mature understanding of concepts.

Students will demonstrate understanding by being able to:

- *Explain; with supporting facts and data
- *Interpret; by providing personal dimensions to ideas and events
- *Apply; by effectively using and adopting what is known in diverse contexts
- *Demonstrate perspective; by describing points of view of the big picture

Key Assignments:

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

1. The student will read two teacher-assigned short stories. Upon completion of the readings the student will discuss the stories with their BASIS teacher and write a 3-5 page essay, following the directions below that describes the major theme of each story, and analyzes how the stories were similar and how they were different.

Stories will be selected from the following list:

- *"The Man that Corrupted Hadleyburg" and "When the Buffalo Climbed a Tree" by Mark Twain
- *"The Outcasts of Poker Flat" by Bret Harte
- *"The Short Happy Life of Francis Macomber" and "A Way You'll Never Be" by Ernest hemingway
- *"Flight" by John Steinbeck
- *"The Glass of Milk" by Manuel Rojas
- *"The Secret Life of Walter Mitty" by J. Thurber
- *"The Birds" by Daphne du Maurier

2. The student will read a novel. The student will engage in a discussion about the novel with their BASIS 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 the directions below, 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.

Novels will be selected from the following list:

- *"Of Mice and Men" by John Steinbeck
- *"Adventures of Tom Sawyer" by Mark Twain
- *"The House on Mango Street" by Sandra Cisneros
- *"Animal Farm" by George Orwell
- *"Jane Eyre" by Charlotte Bronte
- *"A Separate Peace" by John Knowles
- *"The Yearling" by Majorie Kinnan Rawlings
- *"A Tale of Two Cities" by Charles Dickens
- *"I Know Why a Caged Bird Sings" by Maya Angelou
- *"Farewell To Manaznar" by Jeanne Wakatsuki Houston

3. Every student will present a 3-5 minute oral presentation on the novel. 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.

4. 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.

Suggested editorial topics:

- Sports
- Animals
- Nature
- Travel
- Political
- Candidates
- Discrimination
- The economy
- International diplomacy

Directions:

- All written assignments are to be typed or legibly written in ink.
- An essay will be completed following each assigned reading.
- Each student will do a first draft followed by consultation and grading by the teacher.
- The student will then edit the essay and submit a second draft. The second draft may be the final submission or it may need additional editing. This process is to continue until the student and teacher are satisfied that the essay is worthy of submission for evaluation.
- The final essay, together with all drafts, will be submitted and the final essay will be graded. The teacher or a colleague of the teacher will complete the assessment. The evaluator will consider spelling, grammar, vocabulary, depth of understanding, insight, and other qualities of good writing. School approved guidelines for grading, commonly called rubrics, will be followed by the teachers in the grading of student writing assignments.

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. In order to support this process teachers will provide each student:

- *Opportunities to discuss and define complex issues orally or via email
- *Modeling of activities and expected outcomes
- *A variety of print and non-print resources
- *Modeling of study strategies appropriate for different learning styles
- *Discussions around points of view
- *Opportunities to summarize, analyze, compare/contrast, describe, classify, and persuade
- *Opportunities for practice in preparation for presentations

Assessment Methods and/or Tools:

A variety of assessment tools will be used. Written work, as described above, will be corrected in collaboration between the student, teacher, and parent. Final papers will be graded by the teacher. Assessment tools include but are not limited to:

- *Standardized tests, including STAR
- *Criterion based tests
- *Portfolio assessments
- *Student Journals
- *Teacher observation
- *Performance assessments using cameras and recorders
- *Student self-evaluation
- *Surveys and questionnaires
- *Written work, quizzes, and final exams

Suggested Curriculum:

- Laurel Springs, Reading Literature, text 9th grade
- NDIS, Language and Composition H EN1031P (print) or H EN1031W (online)
AND Freshman Literature, H EN 1171P (print) or H EN1171W (online)
- CORE Curriculum of America customized courses for literature and writing
- Oak Meadow, English 9
- University Nebraska-Lincoln I.S.H.S., 9th Grade Eng, #Eng 031 and 032, Text or online

Prentice Hall

Literature: Timeless Voices, Timeless Themes, Gold Level 0-13-054789-1
Writing and Grammar , Gold 0-13-436966-1

Holt, Rinehart and Winston

Elements of Literature Third Course, H52062-2
Elements of Writing, Third Course H50877-0

Glencoe

Literature, Course 4, 0-07-825108-7
Writer's Choice Grammar and Composition 0-07-822657-0, interactive student edition
CD-ROM 0-07-827068-5

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.

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 and to complete 3-5 formal essays a semester. These essays will include the above key assignments.

Course Grading Scale:

Weekly Chapter Assignments: 20%
Chapter Review Tests: 30%
Papers: 30%
Oral Presentation: 20%

