

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline
Sheltered English - English 9 (1A / 1B)

Date: May 2007

Subject Area: English/Language Arts

Proposed Grade Level(s): 9

Course Length: 1 Year/Two Period Course

Grading: A-F

Number of Credits: 10 per Semester

Prerequisites: Intermediate or Early Advanced CELDT Scores

COURSE DESCRIPTION:

English 9 is the first year, required course for high school curriculum relating to the development of oral and written communication skills. A specific emphasis is placed on enhancing reading, writing, listening, and speaking skills through the critical interpretation of literature. Students will read and analyze literature, gain and refine a more complicated voice in their essay writing, and develop the speaking and listening skills needed in discussion.

A Board-approved literature list constitutes the basis of student instruction in literature. Approved by the FCUSD Board of Education in February 2002, the list sets forth all literature from which teachers will draw their literary curriculum.

GENERAL GOALS/PURPOSES:

Emphasis is centered on analyzing literature in greater depth, analyzing informational discourse, completing more complex writing assignments and giving more extensive oral presentations. The following goals have been adopted by FCUSD and are listed under the State Content Standards in the Reading/Language Arts Framework for California Public Schools.

STUDENT READING COMPONENT:

Students will read classic and contemporary literature, magazines, newspapers, online information, speeches, essays, poetry, and consumer and workplace documents. Students are assessed yearly on fluency and decoding skills to improve reading strategies.

Word Analysis, Fluency and Systematic Vocabulary Development

Students will:

- Identify and use literal and figurative meanings of words.
- Distinguish between denotative and connotative meanings and interpret the power of words.
- Apply etymological and morphological knowledge to word meanings, including word derivation.
- Study Greek and Roman word origins to understand new words.
- Review vocabulary cumulatively throughout the year.

Reading Comprehension

Students will:

- Generate relevant questions about reading on issues.
- Synthesize the content and ideas from several sources focused on a single issue.
- Produce evidence of comprehension by paraphrasing ideas and connecting them to other sources.
- Extend ideas presented in primary or secondary sources through original evaluation, analysis and elaboration.
- Produce bibliographies using accepted formats (Modern Language Association.)

Literary Response and Analysis

Students will:

- Analyze characters and interactions among characters; time and sequence.
- Compare universal themes across genres.
- Recognize and understand the significance of literary elements (figurative language, allegory, symbolism).
- Evaluate and interpret ambiguities, contradictions, and ironies in text.
- Explain how voice and point of view affect the tone plot and credibility of a text.

STUDENT WRITING COMPONENT:

Students will write biographical or autobiographical narratives or short stories; descriptive pieces; responses to literature; expository compositions including analytical essays and research reports; and persuasive compositions.

Writing Strategies

Students will:

- Establish a coherent, controlling theme in writing.
- Develop clear, appropriate research questions.
- Synthesize information from multiple sources and identifying complexities in researched information.
- Use advanced publishing software to create final documents.
- Revise writing to improve the logic and coherence of the organization, perspective, tone by taking into consideration audience, purpose and formality.

Writing Applications

Students will:

- Apply the general strategies for organization and focus, revision, and research methodology to specific genres and text structures.
- Produce increasingly longer and more sophisticated papers.
- Write biographical or autobiographical narratives, responses to literature, expository compositions, and persuasive compositions.

Written and Oral English Language Conventions

Students will:

- Produce legible work that reflects accurate spelling and correct use of conventions.
- Understand parts of speech.
- Use correct punctuation, including semicolons, colons, ellipses, hyphens.
- Demonstrate knowledge of appropriate manuscript requirements: pagination, spacing, margins, citations, and integration of source and support material.

STUDENT ORAL COMPONENT:

Students will speak both formally and informally to provide narrative presentations, expository presentations, responses to literature, persuasive arguments, and descriptive presentations.

Listening and Speaking Strategies

Students will:

- Analyze oral and media presentations by comparing significant historical speeches, assessing rhetorical elements, and evaluating orally presented arguments.
- Formulate judgments about ideas under discussion and support judgments with convincing evidence.
- Choose appropriate techniques for developing an introduction and conclusion.
- Present and advance a clear thesis statement and choose appropriate types of proof.
- Use various visual aids, graphs and electronic media to enhance the appeal of presentations.

Speaking Applications

Students will:

- Deliver oral communications by applying elements of expressive discourse and devices of oral rhetoric (intonation, gestures, eye contact.)
- Deliver formal and/or informal presentations of the following types: narrative (autobiographical or fictional); descriptive; expository (research); oral responses to literature; and argument or persuasion.

DETAILED UNITS OF INSTRUCTION:

See Appendix: Curriculum and Standards Plan

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS:

Writing, Reading, Language Arts

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

See Appendix: 9th Grade Pacing Guide

DISTRICT ESLR'S TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners** who read and write independently, gaining confidence in their abilities to think on their own and take responsibility for their own learning. They will be guided toward independent learning as a lifelong tool for success in the classroom and beyond.
- **Effective Communicators** who are able to relate clear and logical thought, both orally and in writing. Students will analyze appropriate levels of formality in speech and writing and hone active listening skills.
- **Quality Producers/Performers** who take pride in all assignments and realize the value of creating an error-free product that is original in substance and a reflection of his or her integrity, beliefs, and values.

- **Constructive Thinkers** who reflect on their reading and writing to enhance the outcomes of their work. Students will be engaged in higher level thinking activities such as analysis of characters, evaluation and peer editing of essays, and synthesis of a number of resources into a final written product.
- **Collaborative Workers** who are capable of working in both large and small groups in order to produce well-organized, thoughtful products such as speeches or analysis of literature.
- **Responsible Citizens** who are prepared to contribute to our democracy in positive ways. Through their interpretation of literature, students will gain an understanding of the responsibility, honor and integrity that is essential to become a functioning member of our society.

Appendix

9th Grade Pacing Guide
Topics to be Covered 1st Semester

<i>Holt Literature & Language Arts</i> <i>California Standards Topics</i>	Plot & Setting Holt Chapter 1	Character Holt Chapter 2
Literature/ Reading <i>Holt Literature & Language Arts</i>	Read: "Plot" pg. 2-3 "Setting" pg. 48-49 Choose at least one of the following titles "The Most Dangerous Game" pg. 4 "Dog Star" pg. 32 "A Christmas Memory" pg. 50 Reading Standards 1.1, 1.2, 1.3, 3.6	Read: "Character" pg. 84-85 "Character Interactions" pg. 116-117 Choose at least one of the following titles "Thank You, Ma'am" pg. 86 "Helen on Eighty-sixth Street" pg. 104 "Marigolds" pg. 118 Reading Standards 1.1, 1.3, 3.3, 3.4
Novels: To reassess mastery of reading standards taught during the quarter, choose one of the following novels per quarter: <i>The House on Mango Street</i> , <i>Of Mice and Men</i> , or <i>Fahrenheit 451</i> (CHS). Independent Reading: Have students read <i>at least</i> 1 independent reading novel per quarter.		
Informational Materials <i>Holt Literature & Language Arts</i>	Choose at least one of the following titles : "Can Animals Think?" pg. 26 "Far Out Housekeeping on the ISS" pg. 43 Reading Standards 2.3	Read: "Teaching Chess, and Life," "Community Service and You" & "Feeding Frenzy" pg. 96 Reading Standards 2.5
Writing <i>Holt Literature & Language Arts</i>	Choose one of the following: Writing an Autobiographical Narrative, pg. 66; Writing a Short Story, pg. 132; <i>or</i> Describing a place, pg. 384 Writing Standards 1.1, 1.2, 1.8, 1.9, 2.1a-e	
Language Conventions (Grammar) <i>Holt Handbook</i>	"Parts of Speech Overview" Chapter 1, pg. 2-39 "Parts of a Sentence" Chapter 2, pg. 40-67 W/OL Standards 1.0, 1.2, 1.3	"The Phrase" Chapter 3, pg. 68-95 "The Clause" Chapter 4, pg. 96-117 W/OL Standards 1.0, 1.1, 1.2, 1.3
Word Analysis (Vocabulary) <i>Holt Vocabulary Workshop 3rd Course</i>	First Semester: <i>Holt Vocabulary Workshop Third Course</i> lessons 1-10 Reading Standards 1.1, 1.2, 1.3	
Listening/Speaking (Complete 1/ Semester) <i>Holt Literature & Language Arts</i>	Choose one of the following: Presenting an Oral Narrative, pg. 74 Presenting a Description, pg. 392 Listening & Speaking Standards 1.3, 1.7, 1.8, 1.9, 2.1a-d, 2.6a-c	

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<i>Holt Literature & Language Arts</i> <i>California Standards Topics</i>	Narrator & Voice Holt Chapter 3	Comparing Themes Holt Chapter 4
Literature/ Reading <i>Holt Literature & Language Arts</i>	Read: "Narrator and Voice" pg. 148-149 Choose at least one of the following titles "The Interlopers" & "The Trapper Trapped" pg. 150 "The Necklace" pg. 159 "The Cask of Amontillado" pg. 172 Reading Standards 1.1, 3.9	Read: "Theme: An Idea About Life" pg. 208-209 "Comparing Universal Themes" pg. 210 Choose at least one of the following titles "The Sniper" pg. 211 "Cranes" pg. 220 "Liberty" pg. 245 "Exile" pg. 255 "An American Story" & "Ex-Refugee Is Nominated for Justice Post" pg. 261 Reading Standards 1.1, 1.2, 3.2, 3.5
	Novels: To reassess mastery of reading standards taught during the quarter, choose one of the following novels per quarter: <i>The House on Mango Street</i> , <i>Of Mice and Men</i> , or <i>Fahrenheit 451</i> (CHS). Independent Reading: Have students read <i>at least</i> 1 independent reading novel per quarter.	
Informational Materials <i>Holt Literature & Language Arts</i>	Read: "Poe's Final Days . . .," "Poe's Death Is Written . . .," "If Only Poe Had Succeeded . . ." & "Rabies Death Theory" pg. 183 Reading Standards 2.4	Read: "A Country Divided <i>from</i> One Belfast Boy," "Lives in the Crossfire <i>from</i> Children of 'the Troubles,'" "Internment" & "Peace Isn't Impossible" pg. 231 Reading Standards 2.4
Writing <i>Holt Literature & Language Arts</i>	Analyzing Non Fiction pg. 194 Writing Standards 1.1, 1.4, 1.9, 2.3a,c	Comparing Media Coverage pg. 270 Writing Standards 1.1, 1.9
Language Conventions (Grammar) <i>Holt Handbook</i>	"Agreement" Chapter 5, pg. 118-143 W/OL Standards 1.0, 1.2, 1.3	"Using Pronouns Correctly" Chapter 6, pg. 144-175 "Using Verbs Correctly" Chapter 7, pg. 176-197 W/OL Standards 1.0, 1.2, 1.3
Word Analysis (Vocabulary) <i>Holt Vocabulary Workshop 3rd Course</i>	First Semester: <i>Holt Vocabulary Workshop Third Course</i> lessons 1-10 Reading Standards 1.1, 1.2, 1.3	
Listening/Speaking (Complete 1/ Semester) <i>Holt Literature & Language Arts</i>	N/A	N/A

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<i>Holt Literature & Language Arts</i> <i>California Standards Topics</i>	Irony and Ambiguity Holt Chapter 5	Symbolism & Allegory Holt Chapter 6
Literature/ Reading <i>Holt Literature & Language Arts</i>	Read: "Irony and Ambiguity" pg. 284-285 Choose at least one of the following titles : "The Gift of the Magi" & "Los Ancianos" pg. 286 "The lady, or the Tiger" pg. 297 "The Road Not Taken" & "Crossing Paths" pg. 314 Reading Standards 1.1, 3.8	Read: "Symbolism and Allegory: Layers of Meaning" pg. 340 Choose at least one of the following titles : "I May, I Might, I Must" pg. 341 "The Scarlet Ibis" & "If There Be Sorrow" pg. 342 "The Grandfather" pg. 358 "The Golden Kite, the Silver Wind" pg. 364 Reading Standards 1.1, 1.2, 3.7
	Novels: To reassess mastery of reading standards taught during the quarter, choose one of the following novels per quarter: <i>The House on Mango Street</i> , <i>Of Mice and Men</i> , or <i>Fahrenheit 451</i> (CHS). Independent Reading: Have students read <i>at least</i> 1 independent reading novel per quarter.	
Informational Materials <i>Holt Literature & Language Arts</i>	Read: "A Defense of the Jury System" pg. 308 Reading Standards 2.8	Read: "Weapons of the Spirit," "Letter to President Roosevelt," "On the Abolition of the Threat of War" & "The Arms Race" pg. 374 Reading Standards 2.4
Writing <i>Holt Literature & Language Arts</i>	Choose one of the Following: Writing a Persuasive Essay pg. 320 <i>or</i> Persuading with Cause and Effect pg. 734 Writing Standards 1.1, 1.8, 1.9, 2.4a-d	
Language Conventions (Grammar) <i>Holt Handbook</i>	"Using Modifiers Correctly" Chapter 8 pg. 198-221 "Common Usage Problems" Chapter 9 pg. 222-243 W/OL Standards 1.0, 1.1, 1.3, 1.4	"Capitalization" Chapter 10, pg. 244-263 W/OL Standards 1.0, 1.1, 1.4
Word Analysis (Vocabulary) <i>Holt Vocabulary Workshop 3rd Course</i>	First Semester: <i>Holt Vocabulary Workshop Third Course</i> lessons 1-10 Reading Standards 1.1, 1.2, 1.3	
Listening/Speaking (Complete 1/ Semester) <i>Holt Literature & Language Arts</i>	Choose one of the following: Debating an Issue pg. 328 <i>or</i> Giving a Persuasive Speech pg. 742 Listening & Speaking Standards 1.1, 1.3, 1.5, 1.6, 2.3a-g, 2.5a-d	

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Topics to be Covered 2nd Semester

<p><i>Holt Literature & Language Arts</i> <i>California Standards Topics</i></p>	<p>Consumer & Workplace Documents Holt Chapter 12</p>	<p>Poetry Holt Chapter 7</p>
<p>Literature/ Reading <i>Holt Literature & Language Arts</i></p>	<p>N/A</p>	<p>Read: "Imagery: Seeing Things Freshly" pg. 402 "Figures of Speech: Seeing Connections" pg. 428 "The Sounds of Poetry: Rhyme, Rhythm, and More" pg. 454 Choose at least one poem under each of the following categories: Imagery pgs. 403-424 Figures of Speech pgs. 428-450 The Sounds of Poetry pgs. 455-475 Reading Standards 1.1, 1.2, 3.7, 3.9, 3.11</p> <p>Novels: To reassess mastery of reading standards taught during the quarter, choose one of the following novels per quarter: <i>Farewell to Manzanar</i>, <i>Night</i>, <i>Animal Farm</i>, or <i>I Am the Cheese</i> (CHS).</p> <p>Independent Reading: Have students read <i>at least</i> 1 independent reading novel per quarter.</p>
<p>Informational Materials <i>Holt Literature & Language Arts</i></p>	<p>Read: "The World of Computer Game Development" pg. 946 "Reading Consumer Documents" pg. 948 "Following Technical Directions" pg. 952 "Analyzing Functional Workplace Documents" pg. 959 "Evaluating the Logic of Functional Documents" pg. 965 Reading Standards 2.1, 2.2, 2.6, 2.7</p>	<p>N/A</p>
<p>Writing <i>Holt Literature & Language Arts</i></p>	<p>Teach Each of the Following: Writing Business Letters pg. 970 <i>and</i> Writing the Minutes of a Meeting pg. 974 Writing Standards 2.5a-d, 2.6a-d</p>	<p>Analyzing a Poem pg. 480 Writing Standards 1.1, 1.9, 2.2a-d</p>
<p>Language Conventions (Grammar) <i>Holt Handbook</i></p>	<p>Review Grammar from 1st semester W/OL Standards 1.0, 1.1, 1.2, 1.3, 1.4</p>	<p>"Punctuation" Chapter 11 & 12 pg. 264-309 W/OL Standards 1.0, 1.1, 1.4</p>
<p>Word Analysis (Vocabulary) <i>Holt Vocabulary Workshop Third Course</i></p>	<p>Second Semester: <i>Holt Vocabulary Workshop Third Course</i> lessons 11-20 Reading Standards 1.1, 1.2, 1.3</p>	
<p>Listening/Speaking (Complete 1/ Semester) <i>Holt Literature & LA</i></p>	<p>N/A</p>	<p>Presenting a Literary Response pg. 488 Listening & Speaking Standards 1.3, 1.3, 1.8, 1.9, 2.4a-d</p>

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Topics to be Covered 2nd Semester

<p><i>Holt Literature & Language Arts</i> <i>California Standards Topics</i></p>	<p style="text-align: center;">Biographical and Historical Approach Holt Chapter 9</p>	<p style="text-align: center;">Epic and Myth Holt Chapter 10</p>
<p>Literature/ Reading</p> <p><i>Holt Literature & Language Arts</i></p>	<p>Read: "Literary Roots: The Writer's Life and Times" pg. 562 Choose at least one of the following titles : "American History" & "Volar" pg. 564 "Beware of Dog" & "Wounded and Trapped" pg. 590 Reading Standards 1.1, 3.12</p>	<p>Read as much as you see fit <i>The Odyssey</i> pg. 649, "Calypso" pg. 655 "The Cyclops in the Ocean" pg. 672 "Penelope to Ulysses" & "An Ancient Gesture" pg. 697, "Ithaca" & "The Sea Call" pg. 711 Optional: "The Fenris Wolf" pg. 726 Reading Standards 1.1, 1.3, 3.3, 3.4, 3.7, 3.12</p>
<p>Novels: To reassess mastery of reading standards taught during the quarter, choose one of the following novels per quarter: <i>Farewell to Manzanar</i>, <i>Night</i>, <i>Animal Farm</i>, or <i>I Am the Cheese</i> (CHS).</p>		
<p>Independent Reading: Have students read <i>at least</i> 1 independent reading novel per quarter.</p>		
<p>Informational Materials</p> <p><i>Holt Literature & Language Arts</i></p>	<p>Read: "A Warm, Clear Day in Dallas," "Address to Congress, November 27, 1963" & "Students React to Pres. Kennedy's Death" pg. 578 Reading Standards 2.5</p>	<p>Read: "Where I Find my Heroes" & "Heroes with Solid Feet" pg. 718 Reading Standards 2.4</p>
<p>Writing</p> <p><i>Holt Literature & Language Arts</i></p>	<p>Writing a Research Paper pg. 610; Citing Inte net Sources pg. 955; Teach How to cite a source/ Work Cited Page <i>Writers Inc.</i> pg. 264 Writing Standards 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.3a-f</p>	<p>Greek Gods Project (See Binder) Writing Standards 1.3, 1.5, 1.7, 1.8, 2.1b</p>
<p>Language Conventions (Grammar)</p> <p><i>Holt Handbook</i></p>	<p>"Punctuation" Chapters 13 & 14 pg. 310-341 W/OL Standards 1.0, 1.3, 1.4</p>	<p>"Punctuation" Chapter 15 pg. 342-358 "Correcting Common Errors" Chapter 17 pg. 394-428 W/OL Standards 1.0, 1.1, 1.2, 1.3, 1.4</p>
<p>Word Analysis (Vocabulary)</p> <p><i>Holt Vocabulary Workshop Third Course</i></p>	<p>Second Semester: <i>Holt Vocabulary Workshop Third Course</i> lessons 11-20 Reading Standards 1.1, 1.2, 1.3</p>	
<p>Listening/Speaking (Complete 1/ Semester)</p> <p><i>Holt Literature & Language Arts</i></p>	<p>Presenting Research pg. 630 Listening & Speaking Standards 1.3, 1.7, 2.2a-f, 2.3a-c,f</p>	<p>Presenting Gods Project Listening & Speaking Standards 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.2a-f</p>

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<i>Holt Literature & Language Arts</i> <i>California Standards Topics</i>	Drama Holt Chapter 11
Literature/ Reading <i>Holt Literature & Language Arts</i>	<p>Read: "Drama: Forms and Stagecraft" pg. 752 <i>The Tragedy of Romeo and Juliet</i> pg. 776</p> <p>Optional: "William Shakespeare's Life: A Genius from Stratford" pg. 776 "Shakespeare and His Theater: A Perfect Match" pg. 778 "How to Read Shakespeare" pg. 781 <i>Visitor from Forest Hills</i> from <i>Plaza Suite</i> pg. 775</p> <p>Reading Standards 1.1, 1.2, 1.3, 3.1, 3.10, 3.12</p>
	<p>Novels: Romeo & Juliet is the required novel for fourth quarter</p> <p>Independent Reading: Have students read <i>at least</i> 1 independent reading novel per quarter.</p>
Informational Materials <i>Holt Literature & Language Arts</i>	<p>Read: "Dear Juliet" & "Romeo and Juliet in Bosnia" pg. 918</p> <p>Reading Standards 2.4</p>
Writing <i>Holt Literature & Language Arts</i>	<p>"Comparing a Play and a Film" pg. 926</p> <p>Writing Standards 1.1, 1.2, 1.4</p>
Language Conventions (Grammar) <i>Holt Handbook</i>	<p>"Writing Complete Sentences" Chapter 18 pg. 432-445 "Writing Effective Sentences" Chapter 19 pg. 448-471</p> <p>W/OL Standards 1.0, 1.1, 1.2, 1.3</p>
Word Analysis (Vocabulary) <i>Holt Vocabulary Workshop Third Course</i>	<p>Second Semester: <i>Holt Vocabulary Workshop Third Course</i> lessons 11-20</p> <p>Reading Standards 1.1, 1.2, 1.3</p>
Listening/Speaking (Complete 1/ Semester) <i>Holt Literature & Language Arts</i>	<p>"Analyzing and Evaluating Speeches" pg. 934</p> <p>Listening and Speaking Standards 1.10, 1.11, 1.12, 1.13, 1.14</p>