

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline Honors English 9 (1A/1B)

Date: March 2004

Subject Area: English

Grade Level: 9

Course Length: 1 Year

Grading: A - F

Number Of Credits: 5/semester

Prerequisites: At least a 'B' grade in Honors English 8 or an 'A' in English 8

BRIEF COURSE DESCRIPTION:

Honors English 9 is a combination of the first year required course for high school curriculum relating to the development of oral and written communication skills and a more advanced level of study designed to prepare students who intend to take Advanced Placement courses in later grades. Reading, writing, listening, and speaking skills are emphasized through the critical interpretation of literature. Students will read and analyze literary works, gain and refine a more complicated voice in their essay writing, and develop the speaking and listening skills needed in discussion. While enrolling in Honors English 9 does not guarantee admission to AP classes, the more rigorous training in analytical reading and writing will prepare students for a more advanced level of curriculum.

Honors English courses follow the same standard and curriculum plan as regular English courses. The rate, depth, and complexity of material differ; honors students will read more novels and literary works, and write and analyze with greater sophistication.

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: Please see Appendix: Curriculum and Standards Plan

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

Writing, Reading, and Language Arts

LAB FEE, IF REQUIRED: None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED: Please see Appendix: Curriculum and Standards Plan

DISTRICT ESLR'S TO BE ADDRESSED:

9th grade English students will become:

- **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.
- **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.
- **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.
- **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.
- **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

CURRICULUM AND STANDARDS PLAN

FALL SEMESTER

Reading

Standards:

- 1.0 Word Analysis and Systematic Vocabulary Development
- 2.0 Reading Comprehension
- 3.0 Literary Response and Analysis

Short Story Requirements: Choose at least one story from <i>Elements of Literature</i> under each heading.	Teacher Favorites	Standards: 3.1, 3.2, 3.3, 3.4, 3.5, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12
Plot	“Poison”	
	“The Birds”	
Character	“Maria Tepache”	
	“Thank You, Ma’am”	
Setting	“Top Man”	
	“A Man Called Horse”	
Point of View	“Correspondence”	
	“Old Demon”	
Theme	“The Scarlet Ibis”	
	“Red Dress”	
Irony	“The Sniper”	
	“The Necklace”	

Novel Requirements: Choose at least two texts from those listed. District approved supplementary texts can be taught in addition to these works.
<i>The House on Mango Street</i>
<i>Of Mice and Men</i>
Greek Myth— <i>Heroes, Gods and Monsters of Greek Myth</i> or <i>The Odyssey</i>

Non-Fiction Requirements: Choose at least two teacher selected articles per semester.	Standards: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8
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Vocabulary Requirements:	Standards: 1.1, 1.2, 1.3
Holt’s Vocabulary Workshop, Lessons 1-14	
Greek and Latin roots	
Literal/Figurative meanings, Connotative/Denotative meanings	

Grade Level Assessment: Fluency test administered according to guidelines presented in 9 th grade ELA Handbook.

FALL SEMESTER

Writing

Standards:

- 1.0 Writing Strategies
- 2.0 Writing Applications

Requirements:

- Two formal five-paragraph essays
- Shorter written pieces under headings listed
- MLA format for heading, page numbers, citations on ALL papers

Process: Follow guidelines for each writing model listed.	Writer's Inc. Corresponding Lesson	Standards:
Getting Started	PG 17-30	
Prewriting	PG 61-64	
Effective Writing	PG 45-52	1.1
Drafting	PG 65-68	1.4
Editing/Proofreading	PG 81-83	1.9
Revising	PG 69-76	1.2, 1.9
Publishing	PG 57-59	1.8
Assessing	PG 683-700	1.9

Narrative Essay: Teach at least one model listed.	Writer's Inc. Corresponding Lesson	Standards:
Personal Narrative	PG 123-128	2.1
Related Memories	PG 129-137	2.1
Character Biography	CLP Lesson 1	1.1, 2.1
Autobiographical Narrative	CLP Lesson 2	1.1, 1.2, 1.4, 2.1
Short Story	CLP Lesson 3	1.2, 1.9, 2.1
Memory Poem	PG 161-169	1.1, 1.2, 2.1

Response to Literature Essay: Teach at least one model listed.	Writer's Inc. Corresponding Lesson	Standards:
Letter to an Author	CLP Lesson 4	1.1, 1.2, 2.2
Summary	CLP Lesson 5	1.6, 1.9, 2.2
Character Description	CLP Lesson 6	1.2, 1.4, 2.2

Descriptive Essay: Teach at least one model listed.	Writer's Inc. Corresponding Lesson	Standards:
Description of a Person	PG 141-150	2.1
Interview Report	PG 151-158	2.1
Process Essay	PG 215-219	2.6

FALL SEMESTER

Conventions

Standards:

1.0 Written and Oral Language Conventions

Refer to Skillsbook Teacher’s Edition and Program Guide “Proofreader’s Guide/Skillsbook” for student pages.

Grammatical Structures:	Standards:
End punctuation	1.1, 1.3
Commas	1.1, 1.3
Apostrophes	1.1, 1.3
Capitalization	1.1, 1.3
Plurals and Spelling	1.1, 1.3
Numbers and Abbreviations	1.1, 1.3
Nouns, Pronouns, Verbs, Adjectives and Adverbs	1.3

Listening and Speaking

Standards:

1.0 Listening and Speaking Strategies

2.0 Speaking Applications

Requirements:

- One formal presentation per semester
- Shorter speaking/listening opportunities under presentation types listed
- Analyze historically significant speeches as models for student speeches

Speaking elements to be addressed under each presentation type:	Presentation types (closely aligned with writing requirements):	Standards:
Introduction/Conclusion Organization Transitions Thesis Notes for speaking Audience Nonverbal techniques Argument Appropriate support Visual aids, electronic media	<p>Narrative: Narrate a sequence of events using concrete sensory details.</p> <p>Response to Literature: Advance a judgment demonstrating a comprehensive grasp of the significance of a work or passage.</p> <p>Descriptive: Establish a clear point of view to describe subject with factual description and concrete images.</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 2.1, 2.4

SPRING SEMESTER

Reading

Standards:

- 1.0 Word Analysis and Systematic Vocabulary Development
- 2.0 Reading Comprehension
- 3.0 Literary Response and Analysis

Novel Requirements: Choose at least one + <i>Romeo and Juliet</i> . District approved supplementary texts can be taught in addition to these works.
<i>The Tragedy of Romeo and Juliet</i>
<i>Night</i>
<i>Animal Farm</i>

Poetry Requirements: Choose at least four poems from <i>Elements of Literature</i> to teach the following poetic elements:	Suggested Poems:	Standards: 3.7, 3.11
Imagery	“Lost” by Carl Sandberg	
Simile and Metaphor	“A Narrow Fellow in the Grass” by Emily Dickinson	
Personification	“Out, Out—“ by Robert Frost	
Rhythm	“The Unquiet Grave” Anonymous	
Rhyme		
Tone		
Ballad and Lyric		

Non-Fiction Requirements: Choose at least 2 teacher selected articles per semester.	Standards: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8
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Vocabulary Requirements:	Standards: 1.1, 1.2, 1.3
Holt’s Vocabulary Workshop, Lessons 15-30	
Greek and Latin roots	
Literal/Figurative meanings, Connotative/Denotative meanings	

SPRING SEMESTER

Writing

Standards:

- 1.0 Writing Strategies
- 2.0 Writing Applications

Requirements:

- Two formal five-paragraph essays and one formal research paper
- Shorter written pieces under headings listed
- MLA format for heading, page numbers, citations on ALL papers

Research Paper: (Frosh project for FHS.)	Writer's Inc. Corresponding Lesson	Standards:
Research Report (1,000-1,500 words)	PG 239-255 CLP Lesson 7	1.2, 1.3, 1.5, 1.7, 2.3

Persuasive Essay: Teach at least one model listed.	Writer's Inc. Corresponding Lesson	Standards:
Letter to the Editor	CLP Lesson 10	1.2, 1.3, 1.4, 1.9, 2.4
Book Review	CLP Lesson 11	1.2, 1.4, 1.9, 2.4
Design an Advertisement	CLP Lesson 12	1.1, 1.2, 1.5, 1.8, 2.4
Pet-Peeve Essay	PG 199-204	1.1, 1.2, 2.4

Response to Literature Essay: Teach at least one model listed.	Writer's Inc. Corresponding Lesson	Standards:
Letter to an Author	CLP Lesson 4	1.1, 1.2, 2.2
Summary	CLP Lesson 5	1.6, 1.9, 2.2
Character Description	CLP Lesson 6	1.2, 1.4, 2.2

Expository Essay: Teach at least one model listed.	Writer's Inc. Corresponding Lesson	Standards
Compare/Contrast Essay	CLP Lesson 8	1.1, 1.8, 1.9, 2.3
Analytical Essay	CLP Lesson 9	1.2, 1.3, 2.3

SPRING SEMESTER

Conventions

Standards:

1.0 Written and Oral Language Conventions

Refer to Skillsbook Teacher’s Edition and Program Guide “Proofreader’s Guide/Skillsbook” for student pages.

Grammatical Structures:	Standards:
Semi-colons, Colons	1.1, 1.3
Hyphens, Dashes	1.1, 1.3
Quotation Marks, Italics	1.1, 1.3
Using the right word	1.1, 1.3
Adjectives, Adverbs	1.3
Prepositions, Conjunctions, Interjections	1.3

Listening and Speaking

Standards:

1.0 Listening and Speaking Strategies

2.0 Speaking Applications (Genres and Their Characteristics)

Requirements:

- One formal presentation per semester
- Shorter speaking/listening opportunities under presentation types listed
- Analyze historically significant speeches as models for student speeches

Speaking elements to be addressed under each presentation type:	Presentation types (closely aligned with writing requirements):	Standards:
Introduction/Conclusion Organization Transitions Thesis Notes for speaking Audience Nonverbal techniques Argument Appropriate support Visual aids, electronic media	<p>Persuasive: Clarify and defend a position, including evaluation and analysis of problems and solutions, causes and effects.</p> <p>Response to Literature: Advance a judgment demonstrating a comprehensive grasp of the significance of a work or passage.</p> <p>Expository: Convey ideas from primary and secondary sources in support of thesis and related claims.</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 2.1, 2.4