

a-g English 9 A, B

Course Description:

This course should include, but not be limited to, the following areas of study. The student will read a variety of authors and genres and will write in response to the literature and to their own personal experience (journal, reflective, narrative and descriptive). This approach should focus on the character and influence of the individual. Emphasis in the writing process is on the mechanics of generating ideas, precise sentences and vocabulary. This course of study will cover traditional grammar and its use and related skills such as spelling, oral communication, letter writing, study skills and library/research use.

Prerequisite(s): None

Length of Course: One year required for graduation

Year in School Taken: 9

Course Details/Objectives:

Please refer to the attached **English-Language Arts Standards for High School Grades 9 - 12**, which will focus the individual student's course of study in reading, writing, language, oral communication and research skills. These guidelines must be covered, studied and applied with greater depth and breadth with each successive grade level (English 9, 10, 11, and 12).

English-Language Arts Standards for High School Grades 9 - 12

I. READING

- A. Word Analysis, Fluency and Systematic Vocabulary Development
 - understanding word derivations
 - identifying and using literal and figurative meanings of words
 - interpreting connotative meanings
 - understanding the origin and meanings of new words
- B. Reading Comprehension
 - generating relevant questions about readings
 - paraphrasing ideas to demonstrate comprehension (retell story)
 - extending ideas through analysis, evaluation and elaboration
- C. Literary Response and Analysis
 - expressing purpose and characteristics of dramatic literature (e.g. comedy, tragedy, drama, dramatic monologue)
 - comparing and contrasting themes
 - analyzing characters (e.g. internal and external conflicts, motivations, relationships and influences) and explain the way interactions affect the plot
 - examining literary devices: figurative language, imagery, allegory and symbolism
 - recognizing how voice and persona affect characterization, tone and plot

II. WRITING

A. Writing Strategies

demonstrating organization and focus
using precise language, action verbs, sensory details, appropriate modifiers
using the active vs. passive voice
develop main ideas emphasizing supporting evidence
integrate quotations into written text while maintaining flow of ideas

B. Research Writing

using clear research questions and methods; citing sources
synthesizing information from each medium: almanacs, microfiche, news sources,
field studies, speeches, journals, technical documents.
using appropriate conventions in the text, notes and bibliographies

C. Evaluation and Revision

organization, precise word choice, tone
defining purpose and audience

D. Presentation of Writing

use of graphics and proper formatting

III. WRITING APPLICATIONS

A. Biographical and autobiographical narratives

B. Write responses to responses

C. Expository compositions: analytical essays and research reports

D. Persuasive compositions

E. Business letters

F. Technical document

IV. WRITTEN AND ORAL LANGUAGE CONVENTIONS

A. Grammar and Mechanics

correct use of clauses, phrases, capitalization, spelling and punctuation
sentence construction and consistency of verb tenses
proper formatting: spacing and margins, title page presentation, appropriated
citing of sources

B. Speaking and Listening

practice delivering clear presentations
use of gestures, tone and specific vocabulary
the art of persuasion and debate
interviewing techniques

Key Assignments:

1. Students will write a bibliography of all the assigned books read within a designated time frame given by the instructor.
2. Students will select one of the novels read from reading list and write a different final chapter of the novel read.
3. Write a letter to the editor of a local paper on any topic of interest.
4. Write an expository essay about a theme in one of the short stories read.
5. Write a reading journal based on reading assignment in class.

6. Write a response to literature essay that explores one of the themes of the play read.
7. Write a compare/contrast essay from short story read.
8. Students will write and present a persuasive speech on topic discussed with instructor.
9. Write a reflective essay on piece of work assigned.
10. Students will do a research paper with subject to be determined by student and instructor making use of graphics and proper formatting.

Methods for Evaluating Student Performance:

Evaluation of student performance is based on individual abilities, interests, and talents. Methods by which student progress is assessed will be through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Monthly review of work by education specialist (credentialed teacher),
- Portfolios
- Parent facilitator and education specialist observation
- Student demonstrations,
- Student grades,
- Student work samples
- Written Examinations
- Research Projects

Suggested READING LIST:

Novels:

Animal Farm Orwell, G.
Of Mice and Men Steinbeck, J.
All Quiet on the Western Front Remarque, E.
Great Expectations Dickens, C.
The Red Pony Steinbeck, J.
The Picture of Dorian Gray Scott, W.

Drama:

The Merchant of Venice Shakespeare
Romeo and Juliet Shakespeare
West Side Story Laurentis

Short Stories:

"The Most Dangerous Game" Connel, R.
"The Lady or the Tiger" Stockton, F.
"The Secret Life of Walter Mitty" Thurber, J.
"Split Cherry Tree" Henry, O.
"The Necklace" de Maupassant
"The Fifty-First Dragon" Brown, H.
"The Bet" Chekhov, A.
"To Build a Fire" London, J.

"Masque of Red Death" Poe, E.

Texts:

Holt Literature and Language Arts, third course, Grade 9
Beers and Odell, 2003

ISBN:

Complete Student Edition Package: Includes Holt Literature and Language Arts Student Edition and Holt Handbook, Student Edition 003066566-6

Holt Literature and Language Arts, Student Edition 003056494-8

Holt Literature and Language Arts Annotated Teacher's Edition 003057371-8

Holt Handbook, Student Edition 003065283-9

Holt Handbook, Annotated Teacher's Edition 003065292-8

NOTE: It is recommended that you use this text with: Holt Handbook, 2003, by Warriner

(Using these together will allow you to cover the a-g course outline)

Correlations to State Standards found at:

www.hrw.com/ca

Literature and Language, Orange Level, by Beatty (Most recent edition titled Language of Literature, 2004)

McDougall, Littell & Co., 1992

ISBN: 081237102X

Correlations to CA state standards for 2004 edition found at:

<http://www.mcdougallittell.com/state/ca/correlations.cfm>

Preview copy of 2002 edition available at Modesto/Ceres Learning Center (must be viewed in center, no check out)

Elements of Literature, by Anderson

Holt, Rinehart & Winston School Division, 1989

ISBN: 0157175103

Correlations to CA state standards available in hard copy, email Mary Halter at

mhalter@connectingwaters.org

Adventure in Reading: Grade 9, by Damrosch

Holt, Rinehart & Winston School Division, 1985

ISBN: 0153350423

(Correlations to CA state standards not available, outdated text)

Prentice Hall Gold, by Cappillo,

Prentice Hall, 2000

ISBN: 0130502871

Correlations to CA state standards for 1995 through 2004 editions found at:

www.k12pearson.com/statepage/corr_phstate_srchform.cfm?cmpy_cd=PH&state=CA&corr_curr=1

The Hero's Journey: A Guide to Literature and Life,

by Harris and Thompson
Ariane Publications, 1998
ISBN: 0915533022
(Correlations to CA state standards unavailable, book out of print)

Literature for Life and Work, Book 1
South Western Educational Publishing, 1998
ISBN: 0538667133
(This is most recent edition and is available at Glencoe publishers 1-800-334-7344,
however, correlations to CA state standards are unavailable)

Forms of Literature
Scott Foresman, Addison Wesley, English and Literature, 1997
ISBN: 0673294471
(Correlations to CA state standards unavailable)

Prentice Hall Gold
Prentice Hall - English and Literature, 1994
ISBN: 0136937306
Correlations to CA state standards for 1995 through 2004 editions found at:
www.k12pearson.com/statepage/corr_phstate_srchform.cfm?cmpy_cd=PH&state=CA&corr_curr=1

Prentice Hall Literature, Timeless Voices Timeless Themes, by Cappillo
Prentice Hall, 2000
ISBN: 01305028X
Grammar text to accompany book is Writing and Grammar:Communication in Action
Correlations to CA state standards for 1995 through 2004 editions found at:
www.k12pearson.com/statepage/corr_phstate_srchform.cfm?cmpy_cd=PH&state=CA&corr_curr=1

Grammar and Composition

Elements of Writing, Third Course, by Kenneavy
Holt, Rinehart and Winston, 1993
ISBN: 0030471443
(Correlations to CA state standards not available)

Preview copy available at Modesto/Ceres Learning Center in the North Dakota Division of Independent Study section – ask site clerk for assistance.

Writer's Choice: Grammar and Composition, 9th grade
Glencoe McGraw-Hill, 2000
ISBN: 0026358824
Reading Anthology to accompany book is Reader's Choice
2005 edition correlations to CA state standards at:
www.glencoe.com/correlations/correlation.php4/ca

Preview copy available at Modesto/Ceres Learning Center (must be viewed in center, no check out)

Elements of Writing: Third Course - Grade 9

Holt, Rinehart, and Winston

ISBN: 0030508649

(Correlations to CA state standards not available)

The Active Reader: Composing in Reading and Writing

Holt, Reinhart, and Winston Language Arts, 1990

ISBN: 0003014132X

(Correlations to CA state standards not available)

Think, Read, React, Plan, Write, Rewrite: Reader-Writer Work Text, by Adams

Holt, Reinhart, and Winston Language Arts, 1993

ISBN: 015500798X

(Correlations to CA state standards not available)