

WALTHAM HIGH SCHOOL

Course Overview

Department: **English**

Course number: **082**

Credits: **7 ½ Credits**

Level: **Program II [C-2]**

Course Title: **Grade 9 English**

Grade: **9**

Meeting: **6 periods per week**

Course description:

This course is designed to further develop student thinking skills through reading, writing, listening, and speaking. The goal is for all students to achieve proficiency in their English skills, and to enjoy reading, and to write fluently. Topics for writing will be based on literary selections, career interests, and contemporary issues. Readings will revolve around the theme of *Coming of Age* and will include the following major texts: *Romeo and Juliet*, *The Odyssey*, and *Great Expectations* and selections from the anthology *The Interactive Reader*. Students will learn to write compositions focusing on expository writing and literary analysis. Students will develop their research skills by undertaking a guided research or I-Search paper using live, print, and Internet sources on a topic of personal or career interest. Students will be expected to do the assigned homework, participate in class discussion, respond to daily writing-to-learn activities, and make frequent oral presentations. Use of the color criteria system, writing-to-learn strategies, and learning-centered, small group activities will be incorporated into daily classroom practice. A minimum of two compositions will be required each quarter. Modeling the colored criteria system that focuses on the criteria of effective writing, using anchor papers and having student learn to assess their own and others' writing, and analyzing close reading sets for the MCAS will be embedded into the curriculum. A final examination focused on the reading and writing skills taught during the year will be administered in June.

What school-wide academic expectations are of primary focus in this course?

This course will focus on the following school-wide academic expectations:

1. Students will communicate clearly and effectively.
2. Students will read, write, and listen for understanding.
3. Students will apply analytical, critical, and creative thinking skills

What Massachusetts Curriculum Frameworks standards are emphasized?

- Language Strand: Learning Standards 2-6
- Literature Strand: Learning Standards 7, 8 and 10-17
- Composition Strand: Learning Standards 19-25
- Media Strand: Learning Standards 26, 27

Intended learning outcomes: *What do you want students to know and be able to do?*

Grade 9 English Language Arts

Benchmarks

Language

To learn how to focus small and large group discussions, the grade 9 student will:

- Identify and practice techniques such as setting time limits for speakers and deadlines for decision-making to improve productivity of group discussions

To learn how to question, listen, and contribute, the grade 9 student will:

- Summarize in a coherent and organized way information and ideas learned from a focused discussion

To learn how to make effective oral presentations, the grade 9 student will:

- Give formal and informal talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices
- Analyze effective speeches made for a variety of purposes and prepare and deliver a speech containing some of these feature
- Create an appropriate scoring guide to prepare, improve, and assess presentations

To understand and acquire new vocabulary, the grade 9 student will:

- Identify and use correctly idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings and functions
- Use knowledge of Greek, Latin, and Norse mythology, the Bible, and other works often alluded to in British and American literature to understand the meanings of new words
- Use general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning

To learn about the structure and origins of modern English, the grade 9 student will:

- Identify simple, compound, complex, and compound-complex sentences
- Identify nominalized, adjectival, and adverbial clauses
- Recognize the functions of verbals: participles, gerunds, and infinitives
- Analyze the structure of a sentence
- Identify rhetorically functional sentence structure (e.g., parallelism, properly placed modifiers)
- Identify correct mechanics (e.g., semicolons, colons, hyphens), correct usage (e.g. tense consistency), and correct sentence structure (e.g. parallel structure)
- Describe the origins and meanings of common words and foreign words or phrases used frequently in written English, and show their relationship to historical events or developments (e.g., glasnost, coup d'etat)

To learn about formal and informal English, the grade 9 student will:

- Analyze the role and place of standard American English in speech, writing, and literature
- Analyze how dialect can be a source of negative or positive stereotypes among social groups

Literature

To learn how to identify basic facts and main ideas in a text and use them as the basis for interpretation, the grade 9 student will:

- Identify and analyze the imagery or symbolism of literary/imaginative texts
- Identify and interpret themes and give supporting evidence from literary/imaginative texts
- Analyze the logic and use of evidence in an author's argument in informational/expository texts

To learn the characteristics of different genres, the grade 9 student will:

- Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message

To learn about theme in a literary work, the grade 9 student will:

- Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life, and provide support from the text for the identified theme

To learn about fiction, the grade 9 student will:

- Locate and analyze such elements in fiction as point of view, foreshadowing, and irony

To learn about nonfiction, the grade 9 student will:

- Analyze the logic and use of evidence in the author's argument
- Analyze and explain the structure and elements of nonfiction works

To learn about poetry, the grade 9 student will:

- Identify, respond to, and analyze the effects of sound (e.g., alliteration, onomatopoeia, rhyme scheme, consonance, assonance), form (e.g., ballad, sonnet, heroic couplets), figurative language (e.g., personification, metaphor, simile, hyperbole, symbolism), graphics, and dramatic structure of poems

To learn about an author's style and language, the grade 9 student will:

- Evaluate how an author's choice of words advances the theme or purpose of a work
- Identify and describe the importance of sentence variety in the overall effectiveness of an imaginary/literary or informational/expository work

To learn about traditional narratives and classical literature, the grade 9 student will:

- Analyze the characters, structure, and themes of classical Greek drama and epic poetry

To learn about drama, the grade 9 student will:

- Identify and analyze how dramatic conventions support, interpret, and enhance dramatic text

To learn how to plan and present dramatic readings, recitations, and performances, the grade 9 student will:

- Develop, communicate, and sustain consistent characters in improvisational, formal, and informal productions and create scoring guides with categories for assessment of presentations

Composition

To learn how to write with a clear focus, coherent organization, and sufficient detail, the grade 9 student will:

- Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone
- Write poems using a range of poetic techniques, forms (e.g., sonnet, ballad, and figurative language)
- Write well-organized essays (e.g., persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and variety in sentence structure
- Write well-organized research papers that prove a thesis statement using logical organization, effective supporting evidence, and variety in sentence structure

To learn how to write for different audiences and purposes, the grade 9 student will:

- Use different levels of formality, style, and tone when composing for different audiences

To learn how to revise a composition and improve organization, content, paragraph development, level of detail, style, tone, and word choice, the grade 9 student will:

- Revise writing by attending to topic and idea development, organization, level of detail, language and style, sentence structure, grammar and usage, and mechanics

To learn how to write, revise, and edit standard English conventions in compositions, the grade 9 student will:

- Use knowledge of types of clauses (e.g., main and subordinate), verbals (e.g., gerunds, infinitives, participles), mechanics (e.g., semicolons, colons, hyphens), usage (e.g. tense consistency), sentence structure (e.g., parallel structure), and standard English spelling when writing and editing

To learn how to organize ideas in writing, the grade 9 student will:

- Integrate all elements of fiction to emphasize the theme and tone of the story
- Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument, transition words and phrases, and a conclusion

To learn about research, the grade 9 student will:

- Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research

To learn how to evaluate writing and presentations, the grade 9 student will:

- Use group-generated criteria for evaluating different forms of writing and explain why these are important before applying them

Media

To learn about media, the grade 9 student will:

- Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness

To learn about media production, the grade 9 student will:

- Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic
- Develop and apply criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication

Evidence of Student Learning: *How will students demonstrate what they are able to do? Take your pick*

Student work products:

Advertisement	Annotated Bibliography
Art Gallery	Block Picture Story
Bumper Sticker	Bulletin Board
Chart	Choral Reading
Classroom discussion	Collage
Comic Strip	Daily writing in learning logs
Debate	Detailed Illustration
Diary	Diorama
Display	Drawing
Editorial Essay	Family Tree
Fiction story	Game
I-Search Paper	Interactive Journal
Interview	Joke Book
Letter to the Editor	Literary Analyses
Mural	Music
Music Clips and Song Lyrics	Newspaper Story
Non-fiction Writing	Open-responses
Oral Presentations	Painting
Pamphlet	Pantomime
Photo Essay	Play or Skit

Poetry Writing: Bio-Poem, Found Poem, Shrink-lit	
PowerPoint Presentation	Puppet Show
Radio Program	Rap
Riddle	Role Play
Science Fiction Story	Slide Show
Socratic Seminar (Fishbowl)	Soliloquy
Song	Storyboard (Illustrated Story)
Story Telling	Student Audiotape
Student Videotape	Student-taught Lesson
Survey	Television Program
Timeline	Think Papers
Transparencies	Travel Brochure
Video Clips (with written analysis)	Web-page

Instructional Strategies: *What instructional strategies will be used? What learning experiences will be created?*

- Class discussions of readings
- Independent reading and homework assignments
- Daily writing-to-learn prompts
- Student presentations and reading aloud student writing
- Group presentations based on textual analysis
- “I-Search” (Research) Paper
- Color Criteria System for Writing
- Classroom dramatic renditions of stories
- Close reading analysis
- Use of anchors, exemplars, and rubrics
- Socratic seminar
- Student self-assessment and peer-assessment
- Others

Instructional Materials:

- Required readings
- Recommended readings
- Coming of Age Literary Thematic Packet
- Selected works by Appendix A and B list authors
- *The Interactive Reader* (McDougall Littell)
- Selected essays, biographies, and speeches
- Selection from other anthologies in the English Department
- Video and audio supplements (historical background, authors’ lives)
- Close Reading Sets
- MCAS Open-Response Anchors

- MCAS Composition Anchors and Training Sets
- Writing-to-learn Learning Logs
- Others