

English 9

Course Syllabus



Supervising Teacher

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Course Description: General Literature

The main goal of this course is for students to develop their understanding of literature and their language usage skills, with the emphasis on the four pillars of English: vocabulary development, grammar (including usage, mechanics, punctuation, parts of a sentence, and spelling), reading comprehension, and written and spoken language.

Recommended Textbooks (it is only necessary to select one):

<p>EMC Masterpiece Series, Literature and the Language Arts - Experiencing Literature 9 SE 2005 edition I-DEA TOP PICK EMC Masterpiece Series, Literature and the Language Arts - Experiencing Literature 9 TE 2005 edition I-DEA TOP PICK</p> <p>This is a good curriculum for students who are advanced.</p>
<p>PEARSON - PRENTICE HALL Literature, Penguin Edition (High School) Grade 9 SE 2007 edition I-DEA TOP PICK PEARSON - PRENTICE HALL Literature, Penguin Edition (High School) Grade 9 TE 2007 edition I-DEA TOP PICK</p> <p>This is a good curriculum for students who are at or above grade level.</p>
<p>MCGRAW-HILL - GLENCOE Literature The Reader's Choice Course 4 2007 SE I-DEA TOP PICK MCGRAW-HILL - GLENCOE Literature The Reader's Choice Course 4 2007 TE I-DEA TOP PICK</p> <p>This is a good curriculum for students who are at or below grade level.</p>
<p>EMC Masterpiece Series, Literature and the Language Arts - The EMC Write-In Reader 9 SE EMC Masterpiece Series, Literature and the Language Arts - The EMC Write-In Reader 9 TE</p> <p>Note – without the grammar component, this is not a full curriculum! A good grammar text is Easy Grammar Plus. (Order all three EGP books in the catalog.) This is a good curriculum for students who are at or below grade level.</p>

Ninety hours of class time is required by the state of Idaho, which is one hour per school day per subject, in order to earn high school credit. See the pacing guides in your class Moodle site for suggestions on how to cover your textbook in the required time.

Required Materials:

My Access! on-line writing program (provided by our school). See the chart below to see when this program is used for the anchor assignment.

Class novel (see list below)

Class Shakespeare play – *Romeo and Juliet* (see below)

Suggested Supplemental Materials:

Accompanying workbooks to go with your texts can be helpful, with specific areas of emphasis (look at Isat scores to see in what area(s) you can benefit the most).

Note: If you are taking the elective class, Writer's Workshop, along with this English class, which uses Glencoe Writer's Choice as its text, the *Writer's Choice* and *Reader's Choice* workbooks are the same.

Class Novel (This is the anchor for January and May – see chart below):

In addition to what you do in your English textbook for an hour each day, you also need to be reading a class novel on your own time—**not** as part of the regular English hour/day requirement.

As part of this requirement, you are *required* to read two of the novels on the following list (**one per semester**, included as part of your personal pick novels). These novels are:

Animal Farm (George Orwell)
A Separate Peace (John Knowles)
Johnny Tremain (Esther Forbes)
The Outsiders (Susan E. Hinton)
The Call of the Wild (Jack London)
Shane (Jack Schaefer)

Most of these novels may be acquired through the I-DEA Catalog (with, in some cases, a helpful supplemental teacher's guide), from a public library, or may be purchased. There are also many websites that can assist you in your understanding of what you are reading.

You may choose which semester you would like to read which novel—just as long as one from the list is completed, and the quiz is taken, by the end of the **January (Fall Semester)** and **May (Spring Semester)** anchor due dates. **The novel quiz may be taken at any time during the semester prior to these deadlines.**

Hopefully you are not reading just one novel per semester - I hope you will read every day from many novels of your own choosing!

Warning: The final novel quiz is set up specifically for the actual *novel*, not movies.

FALL ONLY - Shakespeare: The play for 9th grade is *Romeo and Juliet*. (This is the anchor for December – see chart below). If this is not the play in your textbook, it is still the required play for I-DEA, Fall Semester.

You may acquire this play from our catalog (with a very helpful teacher’s guide), a bookstore, or a library. I highly recommend you get a dual text version (with the original and the modern version side by side on the page). We have a few dual text versions in our catalog. Barron’s publishes a very good version. Through Amazon.com, you can often get a good used dual text copy for as little as 95 cents, plus postage.

Most teachers save the movie version for a reward at the end, but I recommend getting some version of the play in movie form and watching it before you start reading the play itself; that way you will know what is going on. The best versions are the 1968 Zefferelli version, and the 1996 Baz Luhrmann version (*Romeo+Juliet*). Most libraries will have some version of this great play, and NetFlix is also a great source. **Parents are responsible for previewing for content.**

Part of your final grade (Fall Semester only) will be a quiz on this play, with questions you will know only from reading the play (not from just watching the film). **This is the December anchor.**

You would be getting a very poor education indeed if you were not exposed to some of the greatest English literature ever written. I am here to help you with this, so do not hesitate to email me with your questions. A weekly optional I-Link session will be available also (see Moodle for the link, dates, and times).

Suggested Portfolio Inclusions:

Vocabulary Log: This is the best way to cover **Standard One, Reading Process**. As you read, you could jot down words that you don’t know, and look them up later as part of your class work. Write the words in practical sentences, find their origin, look at their different meanings, and connect any prefixes and suffixes to other words and usages.

Reading Log and Journal: This is a good way to reflect on your learning, and it is a great way to cover **Standard Two, Comprehension and Interpretation**. In the log, you could make a chart with columns for title, date, pages read, etc., and in your **journal** you could write about what you think about the reading so far, write a letter to a character, write a summarization, write what you would do if you were in that situation, make up a different ending, or dialog with the author and/or character, etc.

This reading log/journal could be as simple as a spiral notebook, divided into five columns per page, with columns for title, date, pages read, time read, and the largest column for journaling.

Class Requirements / Anchors

1. **My Access!: Anchor Assignment in Fall Semester (October, November) and Spring Semester (February, March, April)** – see chart below. You may include your final essay in hard copy in your portfolio if you want. This requirement, if included in the portfolio in hard copy, can cover Standard 3 (Writing Process), Standard 4 (Writing Application), and Standard 5 (Writing Components)—use a different essay for each standard.
2. **Shakespeare Play: *Romeo and Juliet***
This is required during Fall Semester only. **The final quiz is the anchor assignment for December. This quiz can be completed any time during the semester, up until the December anchor due date.** This is a timed quiz taken through our class Moodle site. A voluntary weekly class will be offered through ILink, with the link, dates, and times posted on Moodle. (A *voluntary* Shakespeare play will also be offered during Spring Semester, just for fun!).
3. **Novel quiz: (see class list above):**
This will be a timed quiz taken through our class Moodle site on the novel of your choice from the class list. **This quiz can be completed at any time during the semester, up until January’s anchor due date and May’s anchor due date.**
4. **Standards-based Portfolio:**
This will include all the state English standards. You can find these on your ILP, or at the end of this syllabus.

<u>Anchor Months</u>	<u>Moodle Orientation-see due date on Moodle</u>	<u>My Access! - due on Anchor Due Date</u>	<u>Shakespeare Quiz – due on Anchor Due Date</u>	<u>Novel Quiz – due on Anchor Due Date</u>	<u>Portfolio</u>
September	X				
October		X			
November		X			
December			X		
January				X	Portfolio should be ½ complete
February		X			
March		X			
April		X			
May				X	Portfolio must be complete

Course Evaluation:

Parent Responsibility: 60% of the final grade.

Teacher Responsibility:

Fall Semester, the final **40%** will be based on:

- 2 My Access! prompts/anchor essays (**due by October and November anchor due dates**)
- 1 Shakespeare play quiz (Fall only – **due by December anchor due date**)
- 1 novel quiz (see class novel list – **due by January anchor due date**)

Spring Semester, the final **40%** will be based on:

- 3 My Access! prompts/anchor essays (**due by February, March, and April anchor due dates**)
- 1 novel quiz (see class novel list – (**due by May anchor due date**))

I-DEA Student Honor Code:

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code**:

“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means that I will do my own work; I will not lie, cheat, steal, or claim another’s work as my own, including plagiarizing; and as a member of this academic community, I am committed to maintaining an environment of respect and mutual trust.”

IDAHO CONTENT STANDARDS GRADE 9 LANGUAGE ARTS

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

- Goal 1.1: Acquire Concepts About Print
- Goal 1.2: Acquire Concepts About Text
 - 9.LA.1.2.1 Analyze the structure and format of various informational documents.
 - 9.LA.1.2.2 Identify the text characteristics of different genres of literature.
- Goal 1.3: Acquire Phonological Awareness Skills
- Goal 1.4: Acquire Decoding Skills Using Word Parts
- Goal 1.5: Acquire Decoding Skills Using Syllabication
- Goal 1.6: Acquire Decoding Skills Using Context
- Goal 1.7: Acquire Fluency
- Goal 1.8: Vocabulary and Concept Development
 - 9.LA.1.8.1 Use knowledge of Greek and Latin roots, prefixes, and suffixes to analyze the origin and meaning of unknown words.
 - 9.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words.

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze organizational patterns and evaluate authors’ arguments and positions. Students conduct in-depth analyses of the author’s craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

- Goal 2.1: Acquire Strategies and Skills for Comprehending Text
 - 9.LA.2.1.1 Synthesize the content from several sources on a single issue; paraphrase ideas to demonstrate comprehension.
 - 9.LA.2.1.2 Apply reading strategies to self monitor for comprehension.
 - 9.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.
- Goal 2.2: Acquire Skills to Comprehend Expository Text
 - 9.LA.2.2.1 Identify the thesis, evidence, and argument in informational texts (e.g., newspaper editorials and campaign speeches).
 - 9.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).
 - 9.LA.2.2.3 Evaluate an author’s argument or defense of a claim by examining the relevance and comprehensiveness of evidence.
- Goal 2.3: Acquire Skills for Comprehending Literary Text
 - 9.LA.2.3.1 Read and respond to literature from a variety of genres.
 - 9.LA.2.3.2 Determine characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy.
 - 9.LA.2.3.3 Evaluate the importance of the setting to the mood and meaning of the text.
 - 9.LA.2.3.4 Explain the author’s point of view and interpret how it influences the text.
 - 9.LA.2.3.5 Compare and contrast themes across works of prose, poetry, and drama.
 - 9.LA.2.3.6 Analyze significant literary devices including irony and symbolism.
 - 9.LA.2.3.7 Compare and contrast authors’ style on the basis of such elements as word choice and sentence complexity.

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include prewriting using organizational strategies, drafting for content, and editing for correct use of writing components.

- Goal 3.1: Acquire Prewriting Skills
 - 9.LA.3.1.1 Generate ideas using a variety of strategies.
 - 9.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.
 - 9.LA.3.1.3 Apply organizational strategies to plan writing.
 - 9.LA.3.1.4 Match format to purpose and audience.
 - 9.LA.3.1.5 Produce a piece of writing within a set period of time.
- Goal 3.2: Acquire Skills for Writing a Draft
 - 9.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.
 - 9.LA.3.2.2 Sequence ideas in a cohesive, meaningful order.
- Goal 3.3: Acquire Skills for Revising a Draft
 - 9.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.
 - 9.LA.3.3.2 Add relevant details and delete irrelevant or redundant information.
 - 9.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.
 - 9.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.
 - 9.LA.3.3.5 Use literary models to refine writing style.
 - 9.LA.3.3.6 Conference with others to improve writing.

- Goal 3.4: Acquire Skills for Editing a Draft
 - 9.LA.3.4.1 Use editing marks to indicate errors in conventions.
 - 9.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.
- Goal 3.5: Acquire Skills to Publish Writing
 - 9.LA.3.5.1 Publish improved draft.
 - 9.LA.3.5.3 Use appropriate technology to produce a final draft.
 - 9.LA.3.5.2 Share writing with intended audience.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on expository writing that can be applied to all content areas.

- Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills
 - 9.LA.4.1.1 Write reflective autobiographical narratives or short stories that explore the significance of personal experiences and communicate the significance of events.
 - 9.LA.4.1.2 Write original creative works including prose and poetry.
- Goal 4.2: Acquire Expository (Informational/Research) Writing Skills
 - 9.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.
 - 9.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources.
 - 9.LA.4.2.3 Write technical or scientific text that identifies a sequence of activities or processes.
- Goal 4.3: Acquire Persuasive Writing Skills
 - 9.LA.4.3.1 Write persuasive compositions that organize ideas and evidence in a sustained and effective fashion.
- Goal 4.4: Acquire Skills for Literary Response
 - 9.LA.4.4.1 Write responses to literature that demonstrate an understanding of the significant ideas of literary works.
 - 9.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of an author's style.

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify the correct use of major conventions.

- Goal 5.1: Acquire Handwriting Skills
- Goal 5.2: Acquire Spelling Skills
- Goal 5.3: Acquire Skills for Sentence Structure
 - 9.LA.5.3.1 Apply correct and varied sentence types in writing.
 - 9.LA.5.3.2 Edit for agreement, word usage, and fluency.
- Goal 5.4: Acquire Skills for Using Conventions
 - 9.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure.
 - 9.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.

Standard 6: Communication

Goals and objectives for this standard included in Grade 9-12 Speech.

- Goal 6.1: Acquire Listening Skills
- Goal 6.2: Acquire Speaking Skills
- Goal 6.3: Acquire Viewing Skills