



English 9 Course Syllabus

Course Description:

This English course will give students an understanding of the basic elements of literature, including literary devices. They will learn when and how to properly use the comma, the colon, the semicolon, parenthesis, and quotation marks. Students will interpret and understand the story structure, plot diagram, and how writers create mystery, tension, and surprise. They will learn how to become an active reader, with a focus on memory, and the interpretation of a theme. Students will learn how to use "close" reading and find textual evidence from a piece of literature. They will learn how to analyze an audience in literature, and how to write a literary analysis paper. It will show students the process of planning, writing, and editing, with a focus on the paragraph and the overall essay format. They will be able to recognize informational writing and to annotate non-fiction articles. This course will cover narrative, argumentative, and expository writing styles. Students will have the ability to analyze and understand different forms of literature, to transform source material, and to recognize and appreciate Ekphrasis. They will read thirteen full length works throughout this course.

Part 1: 5 credit hours

Part 2: 5 credit hours

Course Outline

Common Core Standards

English 9, Part 1

Unit 1 - Literary Elements & Devices

- 1.1 Basic Elements of Literature
- 1.2 Edgar Allan Poe - "The Cask of Amontillado"
- 1.3 Elements of Literature II
- 1.4 Richard Connell - "The Most Dangerous Game"
- 1.5 Literary Devices Introduction
- 1.6 Maya Angelou - "Caged Bird"
- 1.7 Grammar Review - The Parenthesis

In this unit:

Students will learn the basic elements of literature, including allusion, diction, epigraph, foreshadowing, imagery, personification, metaphors and similes. Students will also review the grammatical value and uses of the parenthesis.
(RL.9-10.1, RL.9-10.3, RL.9-10.10, RI.9-10.2, RI.9-10.7, RI.9-10.10, W.9-10.1.C, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9, W.9-10.10, SL.9-10.2, SL.9-10.5, L.9-10.1.B, L.9-10.2.C, L.9-10.5)

Unit 2 - Exploring Author Choices

- 2.1 Story Structure
- 2.2 The Plot Diagram
- 2.3 The Grimm Brothers - "Elves and the Shoemaker"
- 2.4 How Authors Create Mystery, Tension, or Surprise
- 2.5 Edgar Allan Poe - "The Tell-Tale Heart"
- 2.6 Grammar Review - The Colon

In this unit:

Students will begin to be able to analyze storylines and plot structures, as well as to understand how the author creates mystery, tension, and surprise. Students will also review the grammatical value and uses of the colon.
(RL.9-10.5, RL.9-10.10, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.7, RI.9-10.10, W.9-10.2.A, W.9-10.2.B, W.9-10.2.D, , W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9, W.9-10.10, SL.9-10.2, SL.9-10.4, SL.9-10.5, L.9-10.1.B, L.9-10.2.B, L.9-10.2.C, L.9-10.6)

Unit 3 - Determining the Theme in Literature

- 3.1 Being an Active Reader
- 3.2 Remembering What You Read
- 3.3 Definition & Examples of a Theme
- 3.4 O. Henry - "The Gift of the Magi"
- 3.5 Grammar Review - The Comma

In this unit:

Students will learn what it means to be an active reader rather than a passive reader, and will learn to seek to understand what lies beneath the literature they read. They will understand the concept of a theme and learn the many themes common to literature. Students will also review the grammatically correct way to use a comma in writing.

(RL.9-10.1, RL.9-10.2, RL.9-10.7, RL.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10.7, RI.9-10.10, W.9-10.2.A, W.9-10.2.B, W.9-10.2.C, W.9-10.2.D, W.9-10.2.E, W.9-10.2.F, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9, W.9-10.10, SL.9-10.2, SL.9-10.4, SL.9-10.5, L.9-10.1, L.9-10.2.C, L.9-10.6)

Unit 4 - Inferences & Textual Evidence

- 4.1 Inference: An Introduction & How To
- 4.2 How to do a Close Reading
- 4.3 How to Find & Use Textual Evidence
- 4.4 Grammar Review - The Semicolon

In this unit:

Students will understand the use and application of inferences and textual evidence. They will learn how to perform a "close" reading and will be able to find textual evidence within a text. Students will also review the correct use of the semicolon in writing.

(RI.9-10.1, RI.9-10.3, RI.9-10.4, RI.9-10.10, W.9-10.2.D, W.9-10.2.E, W.9-10.4, W.9-10.6, W.9-10.7, W.9-10.9, W.9-10.10, SL.9-10.2, SL.9-10.4, SL.9-10.5, L.9-10.2.A, L.9-10.2.C, L.9-10.4.A, L.9-10.6)

Unit 5 - Examining Character Development

- 5.1 Elements of Drama
- 5.2 Character Archetypes
- 5.3 William Shakespeare-"Romeo and Juliet"
- 5.4 Character Development: Affecting Plot & Theme
- 5.5 Grammar Review - Quotation Marks

In this unit:

Students will truly grasp the complex notion of character development as well as the elements of drama that help to develop a character. They will learn the common character archetypes through famous examples, and be able to determine which they are dealing with in a particular piece of literature. Students will also learn how character development can affect the plot and theme of the text. Students will also review the correct usage of quotation marks in writing.

(RL.9-10.1, RL.9-10.3, RL.9-10.9, RL.9-10.10, RI.9-10.1, RI.9-10.3, RI.9-10.4, RI.9-10.10, W.9-10.3.A, W.9-10.3.B, W.9-10.3.C, W.9-10.3.D, W.9-10.3.E, SL.9-10.2, SL.9-10.4, SL.9-10.5, L.9-10.1.A, L.9-10.2.C, L.9-10.4.A, L.9-10.5, L.9-10.6)

Course Outline

Common Core Standards

English 9, Part 2

Unit 1 - Analyzing Literature

- 1.1 How to Approach Literature - Literature Analysis Checklist and SOAPStone Strategy
- 1.2 Analyzing the Audience in Literature
- 1.3 Martin Luther King Jr. - "I Have a Dream" Speech
- 1.4 Writing a Literary Analysis Paper
- 1.5 William Golding - "The Lord of the Flies"
- 1.6 The 5 Paragraph Essay

In this unit:

Students will learn to approach literature in a strategic way rather than simply reading in a passive manner. Students will learn the SOAPStone strategy for analyzing literature and likewise learn to determine audience and how the audience affects the goals of the writer. Students will learn to write a literary analysis paper, as well as how to create a 5 paragraph essay. (RL.9-10.1, RL.9-10.5, RL.9-10.6, RL.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.7, .RI.9-10.9, RI.9-10.10, W.9-10.2, W.9-10.2.A, W.9-10.2.B, W.9-10.2.C, W.9-10.2.D, W.9-10.2.E, W.9-10.2.F, .W.9-10.4, W.9-10.5, W.9-10.6, .W.9-10.9, W.9-10.10, SL.9-10.2, SL.9-10.4, SL.9-10.5, L.9-10.1.A, L.9-10.1.B, L.9-10.2.C, L.9-10.6)

Unit 2 - Planning, Writing, and Editing

- 2.1 The 40-20-40 Approach
- 2.2 Structuring a Strong Paragraph
- 2.3 How to Revise

In this unit:

Students will learn to plan, write, and edit, ensuring a tidy and well-constructed piece of work in the end. They will understand the importance of planning and editing in the overall process and be able to determine how much effort to put into each phase, as well as understand the 40-20-40 approach. Students will also learn to structure a strong paragraph and real techniques for revising a paper or work. (RI.9-10.1, RI.9-10.4, RI.9-10.7, .RI.9-10.9, RI.9-10.10, W.9-10.2, W.9-10.2.A, W.9-10.2.B, W.9-10.2.C, W.9-10.2.D, W.9-10.2.E, W.9-10.2.F, .W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10, SL.9-10.2, SL.9-10.4, SL.9-10.5, L.9-10.1.A, L.9-10.1.B, L.9-10.2.C, L.9-10.6)

Unit 3 - Informative Writing

- 3.1 Elements of Informational Writing
- 3.2 Informative Speeches
- 3.3 Bill Gates - 2014 Commencement Address at Stanford University
- 3.4 How to Annotate a Text
- 3.5 Carl Zimmer - "A Single Migration From Africa Populated the World, Studies Find"
- 3.6 The Letter of Complaint

In this unit:

Students will learn the elements of informational writing, including speeches and letters of complaint. Likewise, students will learn how to annotate, understand, and draw from texts in order to effectively write research papers from the content of said texts. (RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.7, RI.9-10.8, .RI.9-10.9, RI.9-10.10, W.9-10.1, W.9-10.1.A, W.9-10.1.B, W.9-10.1.C, W.9-10.1.D, W.9-10.1.E, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.8, W.9-10.9, W.9-10.10, SL.9-10.1D, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5, SL.9-10.6, L.9-10.1.B, L.9-10.2.C, L.9-10.3, L.9-10.6)

Unit 4 - Narrative Writing

- 4.1 Narrative Journalism
- 4.2 Elements of Narrative Writing
- 4.3 Journaling
- 4.4 Writing a Brief Biography
- 4.5 Jon Krakauer - "Into Thin Air"

In this unit:

Students will learn what the concept of narrative writing involves and its strengths and weaknesses. Students will understand the elements of narrative writing and will learn the value inherent in journaling. Students will also learn to construct a brief biography for jobs, college applications, etc.

(RL.9-10.1, RL.9-10.5, RL.9-10.6, RL.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.7, RI.9-10.10, W.9-10.3, W.9-10.3.A, W.9-10.3.B, W.9-10.3.C, W.9-10.3.D, W.9-10.3.E, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9, W.9-10.10, SL.9-10.2, SL.9-10.4, SL.9-10.5, L.9-10.1.A, L.9-10.1.B, L.9-10.2.C, L.9-10.6)

Unit 5 - Examining Different Forms of Literature

- 5.1 Transforming Source Material
- 5.2 Writing About Art: Ekphrasis
- 5.3 Literature Genres

In this unit:

Students will be able to enjoy and examine the different forms of literature and will understand the idea of transforming source material. Students will also be introduced to Ekphrasis, with the other types of literature.

(RL.9-10.2, RL.9-10.5, RL.9-10.6, RL.9-10.10, RI.9-10.2, RI.9-10.4, RI.9-10.9, RI.9-10.10, W.9-10.2, W.9-10.2.A, W.9-10.2.B, W.9-10.2.C, W.9-10.2.D, W.9-10.2.E, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9, W.9-10.10, SL.9-10.2, SL.9-10.4, SL.9-10.5, L.9-10.1.B, L.9-10.2.C, L.9-10.4, L.9-10.6)