

ENGLISH 9 COURSE SYLLABUS

Course Title: English 9

Department: English Language Arts

Course Description:

This course emphasizes essential areas of study: a wide experience in literature which may include *Lord of the Flies*, *The Pearl*, *Animal Farm*, *The House on Mango Street*, *The Tragedy of Julius Caesar* and/or *The Tragedy of Macbeth*; intensive vocabulary study; oral presentations based on a Shakespearean monologue and famous political speeches; a strong emphasis on expository composition; study of grammar and syntax including clauses, phrases, and sentences based on their structure; and word/language problems that relate to both MCAS and SAT exams.

Primary Course Materials:

An asterisk (*) indicates a required title

Anthology:

Thompson, Eileen, et al. *Prentice Hall Literature: Gold Edition*. New Jersey: Prentice Hall, 1994.

Novels:

**Lord of the Flies* by William Golding
**The Pearl* by John Steinbeck
**Animal Farm* by George Orwell
The House on Mango Street by Sandra Cisneros
A Tale of Two Cities by Charles Dickens
Farewell to Manzanar by Jeanne Wakatsuki Houston and James D. Houston
The Old Man and the Sea by Ernest Hemingway

Drama:

**The Tragedy of Julius Caesar* by William Shakespeare
or
**The Tragedy of Macbeth* by William Shakespeare
Antigone by Sophocles
Twelve Angry Men by Reginald Rose

Poetry:

The Odyssey by Homer (selections)
*“Sympathy” by Paul Laurence Dunbar

“Barbie Doll” by Marge Piercy
“O Captain, My Captain” By Walt Whitman
“Fire and Ice” by Robert Frost
“Birches” by Robert Frost
“An Ancient Gesture” by Edna St. Vincent Millay
“The Red Wheelbarrow” by W. C. Williams
“Death, Be Not Proud” by John Donne
“The Swimming Lesson” by Mary Oliver
“The Lesson” by Phillip Booth
“John Anderson, My Jo” by Robert Burns
“Recipe for a Marriage” by Phyllis McGinley
“Miniver Cheevy” by E. A. Robinson
“Girl and Horse, 1928” by Margaret Atwood
“Litany” by Billy Collins

Non-Fiction:

*“I Have A Dream” by Martin Luther King, Jr.
“A Conversation with Sandra Cisneros” (Anthology)
“The Struggle to Be an All-American Girl” by Elizabeth Wong
“No One Ever Told Me Not to Dream” by Charlayne Hunter-Gault
*from *Shakespeare of London* by Marcell Chute
“The Bard’s Beard” by Howard Chua-Eoan
“The Story Behind the Cask of Amontillado” by Edward Rowe Snow
*“Of Dry Goods and Black Bowties” by Yoshiko Uchida
“Fate in World Folklore” (Anthology)
“The Loch Ness Monster” by John McPhee
“Georgia O’Keefe” by Joan Didion
*from *Shakespeare of London* by Marcell Chute
“Butch Cassidy” from *In Patagonia* by Bruce Chatwin

Mythology:

**Mythology* by Edith Hamilton (selections)
Bulfinch’s *Mythology* (selections)

Short Stories:

*“The Cask of Amontillado” by Edgar Allan Poe
*“The Most Dangerous Game” by Richard O’Connell
*“The Birds” by Daphne du Maurier
“By the Waters of Babylon” by Stephen Vincent Binet
“Harrison Bergeron” by Kurt Vonnegut
*“The Scarlet Ibis” by James Hurst

“The Lady or the Tiger” by Frank R. Stockton
*“The Interlopers” by Saki (H. H. Munro)
“Antaeus” by Borden Deal
*“To Build A Fire” by Jack London
*“The Secret Life of Walter Mitty” by James Thurber
*“Rules of the Game” by Amy Tan
“All the Years of Her Life” by Morley Callaghan
“Uncle Marcos” by Isabel Allende
“Before the End of Summer” by Grant Moss, Jr.
*“The Necklace” by Guy de Maupassant
“The Red-Headed League” by Sir Arthur Conan Doyle

Vocabulary:

*Shostak, Jerome. *Vocabulary Workshop: Level E or D*. New York: Sadlier-Oxford, 2002.

Grammar:

* Chin, Beverly Ann, ed. *Grammar for Writing: Level Orange*. New York: Sadlier-Oxford, 2007.

MCAS/PSAT/SAT Preparation:

*Stern, Steven L. *Mastering the MCAS in English Language Arts: Grade 10*. New York: Amsco School Publications, Inc., 2000.

Essential Questions:

Thematic Concept: Culture, Values, Beliefs, and Rituals

Why are beliefs and values important?
What happens when the beliefs of an individual come into conflict with the beliefs of others?
What is civilization important? What factors support it? What factors destroy it?
How can having power or a lack of power affect individuals?
What is oppression, and what causes it?
Does knowing the consequences affect the decision-making process?

Course Objectives:

MHS Learning Expectations:

Melrose High School students will:

-Write effectively using standard English

- Demonstrate the ability to read effectively
- Demonstrate the ability to communicate effectively
- Demonstrate the ability to use technology responsibly and effectively

MHS Grade 9 English Course Goals:

Students will be able to:

- I. Write compositions that reflect knowledge of formal written English, including appropriate ideas, organization, voice, word choice, and sentence fluency.
- II. Read age and grade level appropriate fiction and non-fiction for comprehension and analysis.
- III. Successfully complete five paragraph essays using standard written English.
- IV. Present a monologue that is selected from the literature that is studied in grade nine.
- V. Write a literary analysis using the support of primary sources.
- VI. Present a mock political speech based on study of relevant examples and understanding of literary characters.

Learning Standards from the Massachusetts Curriculum Framework:

A chart is attached identifying which of the standards from the Massachusetts Curriculum Frameworks will be covered and assessed in this course.

Content Outline:

Literature studied this year focuses on the individual as part of society, the relationship between decisions and consequences, and the importance of civilization and people's tendencies to either support or destroy it. Due to availability of books and individual class needs, some substitution and reorganization may be necessary.

Unit: "Power"

Students will be introduced to and review relevant literary terms and devices. Students will also begin discussing the way in which society can be corrupted by individuals or groups in positions of authority. In addition to other supplementary materials, teachers will select from the following works:

Animal Farm by George Orwell
The Tragedy of Macbeth by William Shakespeare
"The Cask of Amontillado" by Edgar Allan Poe
"The Story Behind the Cask of Amontillado" by E. R. Snow
"Harrison Bergeron" by Kurt Vonnegut

The culminating activity of this unit is a core assignment which will encompass a study of political speeches and presentation of a political speech in the persona of a key character from *Animal Farm*. This unit could also include performance of a Shakespearean monologue from *Macbeth*. In addition to other supplementary materials, specific requirements and details of assignments are included in supplementary curriculum materials.

Unit: “Decisions and Consequences”

Students will be introduced to and review relevant literary terms and devices. Students will begin by examining the importance of considering consequences in the decision-making process. Students will examine the concept of internal conflict as it relates to difficult choices that characters must make. They will also learn the importance of outside influences on making decisions.

The Tragedy of Julius Caesar by William Shakespeare
The Old Man and The Sea by Ernest Hemingway
“The Most Dangerous Game” by Richard Connell
“The Scarlet Ibis” by James Hurst
“The Lady or the Tiger?” by Frank R Stockton
“The Secret Life of Walter Mitty” by James Thurber
“To Build a Fire” by Jack London

The culminating activity of this unit could encompass performing a Shakespearean monologue from *Caesar*. Also included in this unit is an activity which involves exploration of character traits using the text of *Caesar*. Students will also write an open response composition in which they identify and describe the creation of a process based on the article “New England Clam Chowder.” In addition to other supplementary materials, specific requirements and details of assignments are included in supplementary curriculum materials.

Unit: “Injustices of Society”

Students will be introduced to and review relevant literary terms and devices. Students will investigate the theme of injustice as it relates to various social groups. They will also consider the concept of oppression, why some wield their power over others in a cruel manner, and what oppressed characters can do to escape the tyranny. In addition to other supplementary materials, teachers will select from the following works:

The Pearl by John Steinbeck
The House on Mango Street by Sandra Cisneros
“Barbie Doll” by Marge Piercy
“The Struggle to Be an All-American Girl” by Elizabeth Wong
“Birches” by Robert Frost

The culminating activity of this unit will encompass an expository core assignment essay in which choices and the consequences of those choices in *The Pearl* are examined and analyzed. Students will also write an open response composition in which they examine meaning and structure in an excerpt from the play “The Sunshine Boys.” In addition to other supplementary materials, specific requirements and details of assignments are included in supplementary curriculum materials.

Unit: “Man’s Inhumanity to Man”

Students will be introduced to and review relevant literary terms and devices. Students will examine tales in which characters find themselves victims of more powerful individuals, forces, and systems, and what, if anything characters can do to escape. In addition to other supplementary materials, teachers will select from the following works:

Lord of the Flies by William Golding
Farewell to Manzanar by J. W. Houston and J. D. Houston
“Death, Be Not Proud” by John Donne
“Girl and Horse, 1928” by Margaret Atwood
*“To Build A Fire” by Jack London

The culminating activities of this unit will include a core assignment essay in which students examine the range of human nature presented in *Lord of the Flies*. Students will complete an open response composition in which they examine how form and structure support meaning in the poem “I Am Singing Now.” In addition to other supplementary materials, specific requirements and details of assignments are included in supplementary curriculum materials.

Unit: “The Need for Beliefs and Values”

Students will be introduced to and review relevant literary terms and devices. Students will examine literature in which man confronts the issues of chaos versus order. Students will consider humans’ search for ways to explain the universe and the form of those explanations. In addition to other supplementary materials, specific requirements and details of assignments are included in supplementary curriculum materials.

Mythology by Edith Hamilton (selections)
Twelve Angry Men by Reginald Rose
The Odyssey by Homer (selections)
“The Interlopers” by Saki (H. H. Munro)

A culminating activity for this unit will include an open response composition in which students examine character development in an excerpt from “Ceyx and Alcyone.” In addition to other supplementary materials, specific requirements and details of this assignment are included in supplementary curriculum materials.

Content Outline Continued:

Literary Devices:

- **Lord of the Flies* by William Golding—microcosm, macrocosm, allegory, point of view, narrator, allusion, imagery, symbolism, theme, conflict
- **The Pearl* by John Steinbeck—parable, allusion, conflict, imagery, symbolism, point of view, narrator, inference/implication
- **Animal Farm* by George Orwell—allegory, satire, parable, allusion, conflict, inference/implication, point of view, narrator, theme, symbolism, imagery, conflict
- **The Tragedy of Julius Caesar* by William Shakespeare—tragedy, tragic flaw, allusion, conflict, monologue, soliloquy, aside, meter, imagery, symbolism, theme, enjambment
- **The Tragedy of Macbeth* by William Shakespeare—tragedy, tragic flaw, allusion, conflict, monologue, soliloquy, aside, meter, imagery, symbolism, theme, enjambment
- **“I Have A Dream” by Martin Luther King, Jr.—imagery, symbolism, theme, point of view, allusion
- The Odyssey* by Homer—epic, enjambment, conflict, imagery

Grammar:

Phrases – Appositives, Verbals, Gerunds, Participles, Infinitives
Punctuation
 Semicolon
 Colon
 Hyphen
Clauses – Independent, Dependent
Kinds of Sentences (Classified by Structure)
 Simple
 Compound
 Complex
 Compound-Complex
Parallel Structure
Tense Consistency

Varying Sentence Beginnings and Structure

Major Evaluation Strategies:

Name of Assessment	Type of Assessment		Common Goals Assessed	Standards Assessed	<u>Other Objectives Assessed</u>
	Test	Performance Assessment			
Essay: <i>Julius Caesar</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I, II	8, 9, 11, 17, 19, 20, 22, 23, 25	
Essay: <i>Animal Farm</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I, II	8, 9, 11, 12, 19, 20, 22, 23, 25	
Essay: <i>The Pearl</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I, II	8, 11, 12, 19, 20, 22, 23, 25	
Essay: <i>Lord of the Flies</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I, II	8, 11, 12, 19, 20, 22, 23, 25	
Mythology PowerPoint Project	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I, IV, V	3, 16, 25, 27	
Monologue/Soliloquy Recitation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I, II, III	3, 8, 17, 18	
Open-Response: Non-fiction critical reading: Identify and analyze details in Rodriguez's <i>The Hunger for Memory</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I, II	8, 10, 13, 19, 20, 22, 23, 25	
Open-Response: Literary analysis: Discussing characterization in Capote's <i>In Cold Blood</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I, II	8, 10, 12, 19, 20, 22, 23, 25	
Open-Response: Poetry analysis: Examining how form and structure support meaning in Roethke's "Night Journey"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I, II	8, 10, 14, 19, 20, 22, 23, 25	
Poetry Analysis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I, II	8, 10, 14, 19, 20, 22, 23, 25	
Vocabulary Quizzes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I	4	

Character Analysis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I, II, IV, V	8, 17, 19, 20, 22, 23, 24, 25	
Poem Recitation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I, II, III	3, 8, 14, 18	
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Learning Standards from the Massachusetts Curriculum Framework:

Language Strand		
<input checked="" type="checkbox"/>	Standard 1: Discussion	Students will use agreed-upon rules for informal and formal discussions in small and large groups.
<input checked="" type="checkbox"/>	Standard 2: Questioning, Listening, and Contributing	Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.
<input checked="" type="checkbox"/>	Standard 3: Oral Presentation	Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
<input checked="" type="checkbox"/>	Standard 4: Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing.
<input checked="" type="checkbox"/>	Standard 5: Structure and Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages

<input checked="" type="checkbox"/>	Standard 6: Formal and Informal English	Students will describe, analyze, and use appropriately formal and informal English.
Reading and Literature Strand		
<input checked="" type="checkbox"/>	Standard 7: Beginning Reading	Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.
<input checked="" type="checkbox"/>	Standard 8: Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
<input checked="" type="checkbox"/>	Standard 9: Making Connections	Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
<input checked="" type="checkbox"/>	Standard 10: Genre	Students will identify, analyze, and apply knowledge of the characteristics of different genres.
<input checked="" type="checkbox"/>	Standard 11: Theme	Students will identify, analyze, and apply knowledge of theme in literary work and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 12: Fiction	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 13: Nonfiction	Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 14: Poetry	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 15: Style and Language	Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 16: Myth, Traditional Narrative and Classical Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

Reading and Literature Strand (cont'd)		
<input checked="" type="checkbox"/>	Standard 17: Dramatic Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 18: Dramatic Reading and Performance	Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.
Composition Strand		

<input checked="" type="checkbox"/>	Standard 19: Writing	Students will write with a clear focus, coherent organization, and sufficient detail.
<input checked="" type="checkbox"/>	Standard 20: Consideration of Audience and Purpose	Students will write for different audiences and purposes.
<input checked="" type="checkbox"/>	Standard 21: Revising	Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.
<input checked="" type="checkbox"/>	Standard 22: Standard English Conventions	Students will use knowledge of standard English conventions in their writing, revising, and editing.
<input checked="" type="checkbox"/>	Standard 23: Organizing Ideas in Writing	Students will organize ideas in writing in a way that makes sense for their purpose.
<input checked="" type="checkbox"/>	Standard 24: Research	Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.
<input checked="" type="checkbox"/>	Standard 25: Evaluating Writings and Presentations	Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.
Media Strand		
<input checked="" type="checkbox"/>	Standard 26: Analysis of Media	Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.
<input checked="" type="checkbox"/>	Standard 27: Media Production	Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.

