

Orange Unified School District

ENGLISH 9

(Year Course)

GRADE LEVEL: 9**PREREQUISITES:** None**INTRODUCTION TO THE SUBJECT:**

Freshman English presents the student with a literature-based curriculum that integrates the skills of reading, writing, speaking, and listening through an introduction to and analysis of literary forms. The course encompasses basic reading skills through its emphasis on the genres of literature: short story, poetry, nonfiction, drama, and novel. Students will be introduced to basic research skills (note-taking, note-making, use of the library, media analysis, Internet utilization, etc.). They will be introduced to the writing process (prewriting, precomposing, writing, sharing, revision, editing, and publication/evaluation), and they will apply this process to all facets of composition and to preparation for the California High School Exit Exam (CAHSEE). Speaking and listening will be emphasized through cooperative learning activities and critical thinking simulations. Specific units on technology will be implemented through reading, writing, speaking, and listening. The California Language Arts Content Standards have been incorporated into the course objectives as an exhibit to assist teachers in stressing these concepts in the course.

ESSENTIAL LEARNINGS: Students will

- Recognize and apply the literal, figurative, and connotative meanings of words.
- Understand information and workplace documents by analyzing the structure and arguments of the author.
- Read and respond to historically or culturally significant works by analyzing recurrent patterns and themes.
- Write and speak with a command of Standard English conventions (grammar, usage, punctuation).
- Compose coherent and focused writings that convey well-defined perspectives and tightly-reasoned arguments.

COURSE OBJECTIVES: By the end of the course students will

- Organize, develop and present a formal and informal impromptu speech/presentation.
- Apply the writing process (prewriting, precomposing, writing, sharing, revision, editing, and publication/evaluation) to the four domains of writing (imaginative/narrative, sensory/descriptive, practical/informative, analytical/expository) through the study of the genres of literature.
- Practice the tenets intrinsic to time writing in preparation for the CAHSEE.
- Define the basic elements of a short story as related to individual works by given authors: plot, theme, character, conflict, figurative language, mood, tone, and point-of-view.
- Locate and use appropriate reference materials independently.
- Express themselves effectively in small groups, one-on-one, and whole class discussions.
- Define plot, characterization, setting, symbolism, theme, mood, conflict, point-of-view, etc. as related to classic novels (e.g., Dickens, Twain, Orwell, Steinbeck).
- Read, analyze, and apply themes, characters, and conflicts inherent to core genres to their own experiences.

- Analyze media interpretation of literary text.
- Demonstrate an understanding and appreciation of poetry and its elements through oral and written activities.
- Apply the conventions of writing (usage, grammar, punctuation, spelling, capitalization, etc.) to their own writing.
- Understand and appreciate the impact of history on nonfiction and fiction in both speech and composition.

FIRST SEMESTER

ASSESSMENT BLUEPRINT:

Semester	Standard	# of Questions
1	RW.1.1 Literal and figurative meanings	1
	RW.1.2 Denotative and connotative meanings	3
	RC.2.3 Generate relevant questions	1
	RC.2.4 Synthesize content	1
	RC.2.5 Extend ideas	2
	RC.2.8 Expository critique	2
	RL.3.1 Relationship between expressed purposes and dramatic literature	1
	RL.3.2 Compare and contrast theme across genres	1
	RL.3.3 Analyze interactions—main and subordinate characters	4
	RL.3.4 Determine characters’ traits	2
	RL.3.5 Compare works expressing universal theme	1
	RL.3.6 Analyze/trace author’s development of time and sequence	2
	RL.3.9 Voice, persona, choice of narrator	2
	RL.3.11 Evaluate aesthetic qualities of style	1
	RL.3.12 Analyze how work is related to historical period	1
	WC.1.2 Sentence construction; English usage	1
	WC.1.3 English usage; grammar; paragraph/sentence structure	2
	WC.1.4 Punctuation; capitalization	2
	WS.1.1 Coherent thesis	3
	WS.1.2 Precise language, details, modifiers	1
WS.1.9 Revision	4	

I. Short Stories

6 weeks

Recommended: (choose five from adopted text)

One Ordinary Day with Peanuts
The Red Headed League
Blues Ain’t No Mockin’ Bird
The Secret Life of Walter Mitty
The Golden Kite, The Silver Wind
Sonata for Harp and Bicycle
Uncle Marcos
Rules of the Game

The Birds
The Cask of Amontillado
The Gift of the Magi
The Interlopers
The Most Dangerous Game
The Necklace
The Scarlet Ibis

Topic		Standard
A.	Structural elements (plot, theme, character, conflict, mood, tone, point-of-view)	
B.	Dramatic structure	
	1. Introduction	RL.3.2
	2. Rising action	RL.3.3
	3. Climax	RL.3.5
	4. Denouement	RL.3.11
	5. Resolution	RL.3.12
C.	Literary devices (figurative language, foreshadowing/flashback)	
D.	Background of authors	
E.	Vocabulary in context	RW.1.2
F.	Writing	
	1. Application of grammar skills (parts of speech)	WA.2.2
	2. Creative writing/imitative writing	WS.1.2
	3. Journals/learning logs	WS.1.3
	4. Application of vocabulary skills	WS.1.4
G.	Written and oral language	WC.1.3
	1. Review parts of speech	WC.1.4

II. Novel and Drama

9 weeks

Core: (choose one or more)

<i>1984</i>	<i>Farewell to Manzanar</i>	<i>Left Hand of Darkness</i>
<i>A Tale of Two Cities</i>	<i>Great Expectations</i>	<i>The House on Mango Street</i>
<i>Animal Farm</i>	<i>No Promises in the Wind</i>	<i>The Joy Luck Club</i>
<i>Black Boy</i>	<i>Of Mice and Men</i>	<i>The Miracle Worker</i>
<i>A Connecticut Yankee in King Arthur's Court</i>		<i>Night</i>

Topic		Standard
A.	Structural elements (plot, theme, character, conflict, mood, tone, point-of-view)	RL.3.2
B.	Compare and contrast similar and universal themes across genres	RL.3.3
C.	Recognize significance of literary devices (symbolism, imagery, etc.)	RL.3.4
D.	Life of author	RL.3.5 RL.3.6 RL.3.7
E.	Vocabulary in context	RW.1.2
F.	Writing	
	1. Utilization of the writing process	WA.2.2
	2. Creative writing/imitative writing	WS.1.1
	3. Journals/learning logs	WS.1.2
	4. Establish a coherent thesis	WS.1.9
	5. Evaluation and revision	
G.	Written and oral language	WC.1.1
	1. Panel discussions, debates, Socratic seminars	WC.1.2
	2. Oral reports	WC.1.3
	3. Parts of speech; subjects-predicates	
	4. Evaluation and revision	WS.1.9

III. Nonfiction (essays, speeches, autobiographical/biographical accounts)

2 weeks

Recommended: (choose a minimum of four)

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| <i>The Talk</i> | <i>To the Resident of A.D. 2029</i> | <i>from Understanding Comics</i> |
| <i>New Directions</i> | <i>Shakespeare in Today's World</i> | <i>RCH Announcement 1913</i> |
| <i>Children in the Woods</i> | <i>from Joy Luck and Hollywood</i> | <i>Arthur Ashe Remembered</i> |
| <i>The Rug Merchant</i> | <i>Aha Moment</i> | <i>I Have a Dream</i> |
| <i>Go Deep into the Sewer</i> | <i>from Rosa Parks: My Story</i> | <i>There is a Longing</i> |
| <i>Review of the Birds</i> | <i>In These Girls, Hope is a Miracle</i> | <i>The New Frontier</i> |
| <i>from Silent Spring</i> | <i>White House Diary</i> | <i>Glory & Hope</i> |
| | | <i>The Washwoman</i> |

Topic		Standard
A.	Evaluate credibility of author's argument	RC.2.8
B.	Critique relationship between generalizations and evidence	RL.3.9
C.	Analyze structure and tone of text	RL.3.11 RL.3.12
D.	Written and oral language	WA.1.2 WC.1.3
	1. Review subjects-predicates	
	2. Speech-making skills (voice, eye contact, posture, gestures, etc.)	

SECOND SEMESTER

ASSESSMENT BLUEPRINT:

Semester	Standard	# of Questions
2	RW.1.1 Literal and figurative meanings	3
	RW.1.2 Denotative and connotative meanings	1
	RW.1.3 Greek, Roman, and Norse mythology	1
	RC.2.4 Synthesize content	1
	RC.2.5 Extend ideas	1
	RC.2.8 Expository critique	5
	RL.3.1 Relationship between expressed purposes and dramatic literature	2
	RL.3.2 Compare and contrast theme across genres	1
	RL.3.4 Determine characters' traits	2
	RL.3.6 Analyze/trace author's development of time and sequence	3
	RL.3.7 Figurative language, imagery, allegory, symbolism	3
	RL.3.8 Ambiguities, subtleties, contractions, ironies, incongruities	1
	RL.3.9 Effect of voice, persona, choice of narrator	3
	RL.3.10 Dialogue, scene designs, soliloquies, asides, foils	2
	RL.3.12 Analyze how work is related to historical period	1
	WC.1.1 Clauses, phrases, punctuation	3
	WC.1.2 Sentence construction; English usage	2
	WS.1.2 Precise language, details, modifiers	1
	WS.1.7 Documentation (style manual)	1

I. Nonfiction

2 weeks

Recommended: (choose a minimum of four)

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| <i>Letter of Welcome</i> (p.197) | <i>Graphing Calculator and Warranty</i> (p.480) |
| <i>Conference Agenda</i> (p.198) | <i>R-C-H Announcement 1913</i> (p.536) |
| <i>Audubon Web Site</i> (p.257) | <i>Italy</i> (p.880) |

Topic		Standard
A.	Critique logic or workplace documents	RC.2.1
B.	Examine sequence of information	RC.2.2 RC.2.7
C.	Vocabulary in context	WC.1.1
D.	Written and oral language	
	1. Parts of sentences—phrases and clauses	

II. Epic, Myth, Folktale, Poetry

4 weeks

Core: All selections including *The Odyssey*

Topic		Standard
A.	Definitions (epic, folk tale, myth)	RL.3.2 RL.3.5 RL.3.7
B.	Mythological and Biblical allusions	RW.1.1 RW.1.3
C.	Characteristics of epic, myth	
D.	Analysis and interpretation of epic	
	1. Literal and interpretive	
	2. Tone and mood	
	3. Voice and audience	RL.3.9
	4. Poetic speaker/persona vs. audience/narrative voice	RL.3.11
	5. Figurative language	
	6. Character motivation	RL.3.3
	7. Themes and issues	RC.2.2
E.	Writing applications	WS.1.3 WS.1.5 WS.1.7
	1. Analytical/expository essay	WA.2.3
	2. Introduction to research	
	3. Evaluation and revision	WS.1.9
F.	Background of authors	RL.3.12
G.	Written and oral language	
	1. Active and passive voice	WS.1.2
	2. Sentence types; commas	WC.1.2

III. Poetry

3 weeks

Recommended: (choose a minimum of six)

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| <i>All Watched Over by Machines of Loving Grace</i> | <i>Pride</i> |
| <i>An Ancient Gesture</i> | <i>Ithaca</i> |
| <i>The Bells</i> | <i>Jabberwocky</i> |
| <i>Beware: Do Not Read This Poem</i> | <i>McCavity: The Mystery Cat</i> |
| <i>Caged Bird</i> | <i>Siren Song</i> |
| <i>Casey at the Bat</i> | <i>Sympathy</i> |
| <i>Eulogy for a Hermit Crab</i> | <i>Summer</i> |
| <i>Combing</i> | <i>Maggie and Milly and Molly and May</i> |
| <i>Fifteen</i> | <i>The Listeners</i> |
| <i>Fire and Ice</i> | <i>The Road Not Taken</i> |
| <i>Gifts</i> | <i>Sonnet 30</i> |
| <i>Three Haiku</i> | <i>Women</i> |
| <i>Harlem (Dream Deferred)</i> | <i>The Seven Ages of Man</i> |
| <i>Dreams</i> | <i>Perseus</i> |
| <i>Shoulders</i> | <i>Talk</i> |
| <i>“Hope” is the Thing with Feathers</i> | <i>Ecclesiastes 3:1-8</i> |
| <i>I Hear America Singing</i> | <i>The Eagle</i> |
| <i>I Wandered Lonely as a Cloud</i> | |

Topic		Standard
A.	Identify and use literal and figurative meaning of words	RW.1.1
B.	Interpret connotative power of words	RW.1.2
C.	Compare and contrast similar themes across genres	RL.3.2
D.	Recognize and understand significance of literary devices	RL.3.7 RL.3.11
E.	Written and oral language	WC.1.1
	1. Review sentence types; semi-colon	WC.1.2
F.	Application of sensory language (creative writing)	WS.1.2
G.	Poetic forms and characteristics (narrative, lyric, sonnet, haiku)	RL.3.7

IV. Review for CST and CST

2 weeks

V. Shakespearean Drama: *Romeo and Juliet* plus background excerpts

7 weeks

Topic		Standard
A.	Word Analysis	
	1. Identify/use literal/figurative meanings of words (puns, oxymorons, allusions, colloquialisms, etc.)	RL.3.7
	2. Distinguish between denotation and connotation of words	RW.1.2
	3. Identify mythological allusions and origins	RW.1.3

Topic		Standard
B.	Shakespeare's background; Elizabethan England; understanding time/place relationship; characteristics of tragedy	RL.3.12
	1. Elizabethan audience (groundlings, nobles, puritans, middle class)	
	2. Staging	
C.	Dramatic structure and characteristics of drama	RL.3.1
	1. Techniques of characterization: soliloquy, aside, dialogue, monologue	RL.3.3 RL.3.4 RL.3.6 RL.3.10 RL.3.12
D.	Renaissance philosophy as applied to the play	
	1. Fate/fortune/free will	
	2. Parent-child relationship	
E.	Shakespeare on film: Franco Zefferelli's <i>Romeo and Juliet</i>	RL.3.2
	1. Contemporary connections: <i>West Side Story</i> , <i>Baz Luhrman; Gnomeo and Juliet</i>	
F.	Writing	WA.2.2 WC.1.2
	1. Utilization of the writing process	
	2. Verb and pronoun usage	

DATE OF LAST CONTENT REVISION: August 2000

DATE OF CURRENT CONTENT REVISION: March 2011

DATE OF BOARD APPROVAL: June 22, 2006

CALIFORNIA STANDARDS TESTS
GRADE 9 ENGLISH-LANGUAGE ARTS
(Blueprints adopted by the State Board of Education 10/02)

CALIFORNIA CONTENT STANDARDS: READING	# of Items	%
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	8	11%
1.1 Vocabulary and Concept Development: identify and use the literal and figurative meanings of words and understand word derivations	5	
1.2 Vocabulary and Concept Development: distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	2	
1.3 Vocabulary and Concept Development: identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word “narcissistic” drawn from the myth of Narcissus and Echo)	1	
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve (1990)</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, online information. In grades nine and ten, students make substantial progress toward this goal.	18	24%
2.1 Structural Features of Informational Materials: analyze the structure and format of functional workplace documents, including the graphics and headers and explain how authors use the features to achieve their purposes	2	
2.2 Structural Features of Informational Materials: prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents	2	
2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: generate relevant questions about readings on issues that can be researched	2	
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	2	
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration	NA*	

CALIFORNIA STANDARDS TESTS
GRADE 9 ENGLISH-LANGUAGE ARTS
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CALIFORNIA CONTENT STANDARDS: READING	# of Items	%
2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and access guides World Wide Web sites on the Internet)	2	
2.7 Expository Critique: critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings	4	
2.8 Expository Critique: evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material)	4	
3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.	16	21%
3.1 Structural Features of Literature: articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue)	1	
3.2 Structural Features of Literature: compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic	2	
3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot	2	
3.4 Narrative Analysis of Grade-Level-Appropriate Text: determine characters’ traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy	1	
3.5 Narrative Analysis of Grade-Level-Appropriate Text: compare works that express a universal theme, and provide evidence to support the ideas expressed in each work	2	
3.6 Narrative Analysis of Grade-Level-Appropriate Text: analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)	1	
3.7 Narrative Analysis of Grade-Level-Appropriate Text: recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal	2	

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CALIFORNIA CONTENT STANDARDS: READING	# of Items	%
3.8 Narrative Analysis of Grade-Level-Appropriate Text: interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text	1	
3.9 Narrative Analysis of Grade-Level-Appropriate Text: explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text	1	
3.10 Narrative Analysis of Grade-Level-Appropriate Text: identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature	1	
3.11 Literary Criticism: evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic Approach)	1	
3.12 Literary Criticism: analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical Approach)	1	
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.	13	17%
1.1 Grammar and Mechanics of Writing: identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semi-colons, colons, ellipses, hyphens)	3	
1.2 Grammar and Mechanics of Writing: understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses)	3	
1.3 Grammar and Mechanics of Writing: demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax	3	
1.4 Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	3	
1.5 Manuscript Form: reflect appropriate manuscript requirements, including	1	
1) title page presentation	1/3**	
2) pagination	1/3**	
3) spacing and margins	1/3**	
4) integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations	NA*	

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CALIFORNIA CONTENT STANDARDS: WRITING	# of Items	%
1.0 WRITING STRATEGIES: Students write coherent and focused essays that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.	20	27%
1.1 Organization and Focus: establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing	3	
1.2 Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice	3	
1.3 Research and Technology: use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources	2	
1.4 Research and Technology: develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions)	2	
1.5 Research and Technology: synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents)	2	
1.6 Research and Technology: integrate quotations and citations into written text while maintaining the flow of ideas	NA*	
1.7 Research and Technology: use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., the <i>Modern Language Association Handbook</i> , <i>The Chicago Manual of Style</i>)	2	
1.8 Research and Technology: design and publish documents by using advanced publishing software and graphic programs	NA*	
1.9 Evaluation and Revision: revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context	6	
TOTALS	75	100%