

COURSE SYLLABUS  
ENGLISH 9 A/B

**COURSE DESCRIPTION**

This course is an introduction to literature. English 9 A/B covers literary terminology, vocabulary building, test-taking strategies and a range of text types. Students will be reading fictional literature as well as non-fiction informational texts. This includes poetry, the short story, the essay, and the novels *Fahrenheit 451* and *In the Time of Butterflies* and parts of the literary classic “The Odyssey.” The course introduces students to the requirements and expectations of the student essay and offers the opportunity to write in various text types and for a variety of purposes. This includes narratives, arguments, explanatory and informative texts and research writing. Students will have various assessments throughout the course and be challenged to critically think about "The Big Questions," literature, and informational texts. Each semester Big Question enriches exploration of literary concepts and reading strategies.

<b>BIG QUESTIONS</b>	
<b>English 9A</b>	<b>English 9B</b>
<b>Can truth change?</b>	<b>How does communication change us?</b>
<b>Is conflict necessary?</b>	<b>Do our differences define us?</b>
<b>Is knowledge the same as understanding?</b>	<b>Do heroes have responsibility?</b>

Students will develop an understanding of:

<b>COURSE TOPICS</b>	
<b>English 9A</b>	<b>English 9B</b>
<b>Building academic vocabulary</b>	<b>Figurative language</b>
<b>Writing objective summaries</b>	<b>Tone</b>
<b>Comprehending complex texts</b>	<b>Paraphrasing</b>
<b>Theme</b>	<b>Descriptive and creative writing</b>
<b>Making predictions</b>	<b>Dramatic structure</b>
<b>Research report</b>	<b>How-to essay</b>
<b>Cause and effect</b>	<b>Multimedia presentations</b>
<b>Evaluation speeches</b>	<b>Compare and contrast</b>
<b>Short stories</b>	<b>Technical documents</b>
<b>Word choice and tone</b>	<b>Cultural and historical context</b>
<b>Point of view</b>	<b>Borrowed and foreign words</b>

**At the end of the course students will be able to:**

**LEARNING OUTCOMES**

**English 9A and 9B**

1. Students will cite textual evidence to support analysis of what the text says and draw inferences.
2. Students will determine a theme or central idea of a text and analyze its development over the course of a text.
3. Students will analyze how complex characters develop, interact with other characters and advance the plot and theme of a selection.
4. Students will learn to determine the meaning of words and phrases as they are used in the text, and analyze the impact of word choice on meaning and tone.
5. Students will learn to analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States.
6. Students will write arguments to support claims with valid reasons and relevant evidence.
7. Students will craft informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
8. Students will craft narratives using effective techniques and well-chosen details.
9. Students will craft clear and coherent writing appropriate to task, purpose, and audience.
10. Students will develop and strengthen their writing by planning, revising, editing and rewriting for a specific purpose and audience.
11. Students will conduct short as well as more substantial research projects, synthesize multiple sources, and demonstrate an understanding of their subject matter.
12. Students will draw evidence from literary or informational texts to support analysis, reflection, and research.
13. Students will write over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
14. Students will initiate and participate in a range of collaborative discussions.
15. Students will evaluate a speaker's point of view, reasoning, use of evidence and rhetoric to identify any fallacious reasoning or exaggerated or distorted evidence.
16. Students will present information, findings and supporting evidence clearly, concisely, and logically.
17. Students will make use of digital media in presentations to enhance understanding and add interest.
18. Students will demonstrate command of the conventions of standard English grammar and usage in both writing and speaking.
19. Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing for a range of strategies.
20. Students will demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.



## PRE-REQUISITES / CO-REQUISITES

- English 8 A/B

Primary Text:	
This course is not text dependent.	
Required Novels:	
English 9A	English 9B
Title: <i>Fahrenheit 451</i>	Title: <i>In the Time of Butterflies</i>
Author: Ray Bradbury	Author: Julia Alvarez

## **COURSE METHODOLOGY**

This is an inquiry-based course where you will discover and utilize knowledge of English/Language Arts via the lectures, videos, and other readings, and class discussions with other students and the instructor.

Acting as a facilitator, your instructor will guide you through the process; however, as the learner, you are responsible for actively acquiring and constructing knowledge by completing all assigned readings and activities.

Both formal and informal assessment will be used in evaluating your performance throughout the course. Informal assessment will include an evaluation of the quality and timeliness of your participation in class activities. Formal assessment will involve multiple-choice quizzes, written essays, major writing assignments, a midterm, a final exam and a course project.

## **COURSE PARTICIPATION OBJECTIVES**

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire year's worth of material (both English A and B). As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school.
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions.
3. You participate regularly in your course to demonstrate not only continued participation, but also completion of all course requirements, including assignments, assessments and class discussion forums.
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate.

## COURSE OUTLINE

### English 9A

Unit	Assignments
<b>1</b>	Building Academic Vocabulary Comprehending Complex Texts Strategy 1 Comprehending Complex Texts Strategies 2 & 3 Major Writing Assignment- Autbio Narrative 1.1 DB- Intro to class and favorite book 1.2 DB- Learning styles assessment
<b>2</b>	Reading Activity Writing an Objective Summary Vocabulary & Grammar Vocabulary & Grammar Unit Quiz 2.1 DB- What is truth?
<b>3</b>	Reading Activity Vocabulary & Grammar Exploration- Problem & Solution Presentation 3.1 DB- Love at First Sight Benchmark Computer Scored
<b>4</b>	Read Part 1: The Hearth & the Salamander in <i>Fahrenheit 451</i> Reading Activity- Journals Complete Step 1 of the 451 Degrees of History Essay Writing Workshop: Submit rough draft of Step 1 Burning a Book Poem Analysis Midterm Exam 4.1 DB- Censorship
<b>5</b>	Read Part 2: The Sieve & the Sand in <i>Fahrenheit 451</i> Reading Activity- Journals Complete Step 2 of the 451 Degrees of History Essay Writing Workshop: Submit rough draft of Step 2 WildCat Article and Mechanical Hound Project 5.1 DB- Technology: The Future or Tempting Fate? 5.2 DB- Share Mechanical Hounds
<b>6</b>	Read Part 3: Burning Bright in <i>Fahrenheit 451</i> Exploration Activity- Novel Themes Presentation 6.1 DB- Paranoia or Right On? Complete Step 3 of the 451 Degrees of History Essay Major Writing Assignment- 451 Degrees of History Essay Fahrenheit 451 Novel Assessment
<b>7</b>	Reading Activity Vocabulary and Grammar Vocabulary & Grammar Unit Quiz Major Writing Assignment- Informative Text 7.1 DB- Necessity of Conflict 7.2 DB- Knowledge vs. Understanding
<b>8</b>	Reading Activity 8.1 DB- MLK Jr. Quotes 8.2 DB- Equality Social Media Character Project Major Writing Assignment- How To Final Exam- Vocabulary & Written



## COURSE OUTLINE

### English 9B

Unit	Assignments
<b>1</b>	Reading Activity Assignment 1: Poetry Practice Vocabulary and Grammar Vocabulary & Grammar Quiz Unit 1 Quiz 1.1 DB- Introduce Yourself 1.2 DB- How do we communicate?
<b>2</b>	Reading Activity Vocabulary & Grammar Vocabulary & Grammar Unit 2 Quiz Exploration Activity- Descriptive Scene Impromptu Speech 2.1 DB- Good Oral Presentations & Speeches 2.2 DB- Favorite Characters Project- Topic Selections
<b>3</b>	Reading Activity Vocabulary & Grammar Vocabulary & Grammar Unit Quiz Exploration Activity- Renaissance Research PPT 3.1 DB- Do differences define us? 3.2 DB- Archetypal Themes
<b>4</b>	Reading Activity Vocabulary & Grammar Practice Major Writing Assignment- RJ Newspaper Project- Thesis Statement Midterm Computer Scored 4.1 DB- Conflict, Impact and Change 4.2 DB- Solutions and Consequences
<b>5</b>	Journal Reading Activity Exploration Activity- Dominican Republic Photo Gallery Vocabulary & Grammar 5.1 DB- Work of Historical Fiction 5.2 DB- Point of View
<b>6</b>	Journal Reading Activity Major Writing Assignment- Butterflies Essay Project- Rough Draft Reading Assessment 6.1 DB- Book Review
<b>7</b>	Reading Activity Exploration Activity: Historical Background- Ancient Greece Major Writing- Dialogue Assignment Vocabulary & Grammar Vocabulary & Grammar Quiz 7.1 DB- Defining a Hero 7.2 DB- Leaders
<b>8</b>	Reading Activity Major Writing Assignment- Business Letter 8.1 DB- Favorite Reading 8.2 DB- Successes and Challenges Final Project Final Exam- Timed Writing Final Exam- Computer Scored



## ACADEMIC HONESTY

The following are forms of academic dishonesty. These practices will not be tolerated.

**Plagiarism:** Plagiarism consists of using another author's words without proper identification and documentation of that author. Plagiarism takes the form of direct quotation without the use of quotation marks and/or documentation, or paraphrasing without proper identification and documentation. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as your own are also considered to be plagiarism.

**Falsification:** Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source's intent by misquoting or taking out of context.

**Multiple submission:** If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all instructors involved. Failure to obtain this permission constitutes academic dishonesty. This course is a chance for you to explore your own creativity.

## GRADING POLICY

Final Grades for this class will be based on your performance, participation in all class activities, group discussions, unit assignments, course projects, a midterm and a final exam. Weightings will be applied as follows:

Group Discussions (Class Participation)	10%
Homework Assignments	20%
Individual Project	20%
Midterm Exam	15%
Final Exam	20%
Journals	15%
<b>TOTAL</b>	<b>100%</b>

### NUVHS GRADING SCALE

Letter	Range (%)
A	95.0+
A-	90.0 – 94.9
B+	87.0 – 89.9
B	84.0 – 86.9
B-	80.0 – 83.9
C+	77.0 – 79.9
C	74.0 – 76.9
C-	70.0 – 73.9
D+	67.0 – 69.9
D	64.0 – 66.9
D-	60.0 – 63.9
F	0.00 – 59.9

### SCHOOLWIDE LEARNER EXPECTATIONS

NUVHS students will be...

- Engaged Learners
- Critical Thinkers
- Effective Communicators
- Global Citizens

### CLASS DISCUSSION RUBRIC

SCORE	3	2	1	0
<b>Initial Post</b>	Response is thoughtful, original, and <b>completely</b> addresses the prompt in a well-developed paragraph of <b>at least</b> 5-7 sentences in length.	Response contains some key insights and <b>adequately</b> addresses the prompt with a paragraph of 5-7 sentences in length.	Response <b>somewhat</b> addresses the prompt with a paragraph <b>less than</b> 5-7 sentences in length.	Response does not address the prompt and does not meet the length requirements.  OR no response was posted.
<b>Peer Replies</b>		Responses are <b>thoughtful</b> , create discussion, and are <b>several sentences</b> in length each. Two peer replies are done for each board.	Responses <b>only</b> agree or disagree with little meaningful discussion.  And/Or: Only one response to one classmate.	No response was given or was too brief to generate a conversation.

\*If there is more than one prompt, students must reply to all prompts. All prompts are worth a total of 5 points. Scoring is detailed above.



## WRITING STANDARDS

<p><b>"A, A-"</b> <b>Range:</b> Outstanding achievement, significantly exceeds standards.</p>	<ul style="list-style-type: none"> <li>• Unique topic or unique treatment of topic, takes risks with comment; fresh approach</li> <li>• Sophisticated/exceptional use of examples</li> <li>• Original and "fluid" organization; all sentences and paragraphs contribute; sophisticated transitions between paragraphs</li> <li>• Integration of quotations and citations is sophisticated and highlights the author's argument</li> <li>• Sentences vary in structure and very few if any technical errors (no serious mechanical errors)</li> </ul>
<p><b>"B+, B, B-"</b> <b>Range:</b> Commendable achievement, exceeds standards for the course.</p>	<ul style="list-style-type: none"> <li>• Specific, original focus, content well handled</li> <li>• Significance of content is clearly conveyed; good use of examples; sufficient support exists in all key areas</li> <li>• Has effective shape (organization), effective pacing between sentences or paragraphs</li> <li>• Quotations and citations are integrated into argument to enhance the flow of ideas</li> <li>• Has competent transitions between all sentences and paragraphs</li> <li>• May have a few minor mechanical errors (misplaced commas, pronoun disagreement, etc.) but no serious mechanical errors (fragments, run-ons, comma-splices, etc.)</li> </ul>
<p><b>"C+, C, C-"</b> <b>Range:</b> Acceptable, solid achievement, meets standards for the course.</p>	<ul style="list-style-type: none"> <li>• Retains overall focus, generally solid command of subject matter</li> <li>• Subject matter well-explored but may show signs of under-development</li> <li>• Significance is understood, competent use of examples</li> <li>• Structure is solid, but an occasional sentence or paragraph may lack focus</li> <li>• Quotations and citations are integrated into argument</li> <li>• Transitions between paragraphs occur but may lack originality</li> <li>• Competent use of language; sentences are solid but may lack development, refinement, style</li> <li>• No serious mechanical errors (fragments, run-ons, comma-splices, etc.)</li> </ul>
<p><b>"D+, D, D-"</b> <b>Range:</b> Marginal achievement; only meets minimum standards.</p>	<ul style="list-style-type: none"> <li>• Significance of content is unclear</li> <li>• Lacks sufficient examples or relevance of examples may be unclear</li> <li>• Support material may not be clearly incorporated into argument</li> <li>• Expression is occasionally awkward (problematic sentence structure)</li> <li>• Mechanical errors may at times impede clear understanding of material</li> <li>• May have a few serious mechanical errors, but no recurring serious mechanical errors (fragments, run-ons, comma-splices, etc.)</li> </ul>
<p><b>"F" Range:</b> Failure to meet minimum standards.</p>	<ul style="list-style-type: none"> <li>• Ignores assignment prompt</li> <li>• Lacks significance, coherence and focus</li> <li>• Includes plagiarized material (intentional or unintentional)</li> <li>• Difficult to follow due to awkward sentence or paragraph development</li> <li>• Mechanical errors impede understanding</li> </ul>