

Name of School:

Name of Course: **English 9**

Instructor Information

Name: Loc
E-mail address:
School phone number:
Web page address:
Best times to be reached:

Course Description

This two-term course is designed to provide students an integrated experience in the language arts: reading, writing, speaking, listening, and viewing. Students will read pieces of literature of varying lengths from a variety of genres: short story, poetry, nonfiction, drama, and the novel. Students will critically analyze and respond to literature read. Using the writing process, varied writing experiences will be provided, including personal, expository, research, and journal writing. This course will also include study skills, reading strategies, and thinking strategies. Independent reading will also be required. Students must complete this course successfully prior to taking sophomore, junior, and senior language arts courses. There is an additional fee for materials.

District Standards and Power Benchmarks

Standard: Students will apply reading, writing, and speaking skills to communicate effectively.

Grade Level Benchmarks:

- Students will be able to use text structure such as chronological order, cause and effect, compare and contrast, literary elements, and fact and opinion to aid comprehension of a variety of text formats and genres.
- Students will be able to know the characteristics and structure of a variety of literary genres
- Students will be able to understand literary elements and devices in literary texts.
- Students will be able to produce concise and effective writing through planning, revising, and editing.
- Students will be able to organize and develop ideas into coherent, multi-paragraph papers using transitional devices.
- Students will be able to employ *Pathways to Knowledge Research Model* throughout writings involving research.
- Students will be able to write for different audiences and purposes.
- Students will be able to analyze and evaluate a literary selection.

Course Information

English 9 is a two-term course worth one credit. Successful completion is required for graduation. There is no prerequisite for this course.

Course Outline/Calendar

ACT Skills: English (throughout)

Unit 1: Short story, autobiography

Unit 2: *Odyssey*, biography

Unit 3: Short story, persuasive

Unit 4: Independent novel, critical analysis

Unit 5: *Pigman* or *Great Expectations*, research paper

Unit 6: *Romeo and Juliet*, fiction

Text/Other Required Materials/Resources

The Language of Literature

Writer's Choice

The Pigman or *Great Expectations*

Farewell to Manzanar

The Friends

My Antonia

Place Where the

Sea Remembers

Instructional Procedures & Support

1. A variety of teaching techniques and strategies will be used, e.g., direct instruction, Socratic discussions, reflective writing, cooperative groups, graphic organizers, note-taking, framing, QARs, Read Alouds, and higher order thinking skills.
2. District Literacy Initiative strategies will be used.
3. **ACT Skills: English**
4. Students will actively participate in discussions and complete all reading and writing assignments on time.
5. Students will receive verbal and written instructions for major assignments.
6. Students may come in for additional assistance before or after school. A time should be arranged with the teacher in advance.
7. Homework will include independent reading, writing, and preparation for the major projects.

Classroom Management Procedures

Assessment Plan

Students will be assessed on the basis of work completed.

Grading System

Points accumulate for daily assignments, writing assignments, projects, presentations, quizzes, and tests. Points are divided by the total possible for the grading period to produce a percentage. The Davenport Community Schools' district percentage grading scale and grading periods are as follows:

Quarter	Mid Term	End of Quarter
Quarter 1	Sept. 20, 2010	Oct. 20, 2010
Quarter 2	Nov. 17, 2010	Dec. 21, 2010
Quarter 3	Feb. 4, 2011	Mar. 9, 2011
Quarter 4	Apr. 20, 2011	May 24, 2011

A	93 and above	Firm command of knowledge domain High level of skill development Exceptional preparation for later learning
A⁻	90 - 92	
B⁺	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills Has prerequisites for later learning
B	83 - 86	
B⁻	80 - 82	
C⁺	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
C	73 - 76	
C⁻	70 - 72	
I		The letter "I" indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. "I" status is temporary and not a final grade. The letter "I" may affect athletic eligibility.
D⁺	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
D	63 - 66	
D⁻	60 - 62	
F	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning