

#911S FRESHMAN ENGLISH 9

GRADE: 9

LEVEL: SMALL GROUP

CREDITS: 5

PREREQUISITE: An Individualized Educational Plan with this component

BASIC TEXT(S) AND SUPPLEMENTAL READINGS:

Adventures in Reading (Pegasus Edition)

Romeo and Juliet – William Shakespeare

Odyssey - Homer

April Morning – Howard Fast

Lord of the Flies – William Golding

Myths and Folktales – Potter

House on Mango Street – Sandra Cisneros

REQUIRED MATERIALS: Notebook, notecards, pen(s), agenda book, and folder

COURSE DESCRIPTION: Students in English 9 will receive small group instruction which addresses concepts and factual information in a manner consistent with their identified special needs. Freshman English focuses on grammar, vocabulary, composition skills, and literary genres (including the novel, short story, poetry, non-fiction, drama, and speeches).

MISSION RELATED GOALS:

- Academic excellence
- Intellectual curiosity
- Respect for others
- Self-confidence
- Development of communication and problem solving skills

SCHOOLWIDE LEARNING EXPECTATIONS:

This course will encourage students to work with others toward a common goal and respect the rights of others through group work and discussion. Vocabulary, grammar, and writing skills will be emphasized in order to enhance students' communication skills.

GENERAL PERFORMANCE OBJECTIVES:

At the conclusion of this course students will be able to:

1. Define and use 180 new vocabulary words (understand all parts of a dictionary entry)
2. Define and apply literary terminology (see list)

3. Understand and apply the following grammatical concepts:
 - A) parts of speech (noun, verb, etc.)
 - B) parts of a sentence (subject/verb/compliment)
 - C) phrases
 - D) clauses
 - E) types of sentences (declarative, interrogative, simple, compound, etc.)
 - F) complete sentences (vs. fragments and run-ons)
 - G) mechanics
4. Complete an expository essay with the following characteristics:
 - A) inverted pyramid (funnel)
 - B) thesis
 - C) topic sentences
 - D) supporting evidence
 - E) citations/works cited
 - F) outline
 - G) transitions
 - H) elimination of first person pronoun
 - I) appropriate and consistent use of verb tense
 - J) meaningful introduction and conclusion
 - K) varied sentences (lengths and beginnings)
5. Understand the characteristics of different genres of writing
6. Required Papers/Projects:
 - Dramatic reading
 - Oral presentation
 - Research paper
 - Literary analysis
 - One 1-3 page literary analysis
 - One additional 1-2 page paper on a literary topic

MASSACHUSETTS FRAMEWORKS STRANDS:

Framework strands to be covered include:

1. Language Strand
2. Reading and Literature Strand
3. Composition Strand
4. Media Strand

MASSACHUSETTS FRAMEWORKS STANDARDS:

CURRICULUM FRAMEWORKS LEARNING STANDARDS:

- Standard 1: Discussion
Students will use agreed-upon rules for informal and formal discussions in small and large groups.
- 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.

- Standard 3: Oral Presentation
Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
- Standard 4: Vocabulary and Concept Development
Students will understand and acquire new vocabulary and use it correctly in reading and writing.
- Standard 5: Structures 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.
- Standard 6: Formal and Informal English
Students will describe, analyze and use appropriately formal and informal English.
- 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.
- 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.
- Standard 10: Genre
Students will identify, analyze, and apply knowledge of the characteristics of different genres.
- Standard 11: Theme
Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
- 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.
- 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.
- 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.
- 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.
- Standard 16: Myth, Traditional Narrative, and Classical Literature
Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myth, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

- 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.
- Standard 18: Dramatic Reading and Performance
Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.
- Standard 19: Writing
Students will write with a clear focus, coherent organization, and sufficient detail.
- Standard 20: Consideration of Audience and Purpose
Students will write for different audiences and purposes.
- 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.
- Standard 22: Standard English Conventions
Students will use knowledge of standard English conventions in their writing, revising, and editing.
- Standard 23: Organizing Ideas in Writing
Students will organize ideas in writing in a way that makes sense for their purpose.
- 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.

UNITS AND THEMES:

Vocabulary, grammar, composition skills, and literary terms will be taught on an ongoing basis across units.

- Drama Unit
Romeo and Juliet – William Shakespeare
Standards: 1, 2, 3, 5, 6, 8, 9, 10, 14, 15, 17, 18, 19

- Mythology Unit
Standards: 1, 2, 3, 6, 8, 9, 10, 11, 12, 19, 20,

- Short Story Unit
Selections from *Adventures in Reading*
Additional selections
Standards: 1, 2, 4, 5, 6, 8, 9, 10, 11, 12, 15, 19, 20

- Novel Unit
House on Mango Street (Sandra Cisneros)

April Morning (Howard Fast)

Standards: 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 15, 17, 19, 20, 21, 22, 23

- Poetry Unit

Selections from *Adventures in Reading*

Additional selections

Standards: 1, 2, 4, 5, 6, 8, 9, 14, 15, 19, 20, 22

- Speeches Unit

John F. Kennedy

Abraham Lincoln

Martin Luther King Jr.

Standards:

- Non-fiction Unit

Selections from *Adventures in Reading*

Additional selections

Standards:

COURSE OUTLINE:

- I. Grammar and Writing Skills
 1. Improvements in writing fluency
 2. Usage of commas
 3. Persuasive writing
 4. Character analysis
 5. Research paper skills
- II. Vocabulary
 1. 180 words from the freshman list
 2. Quizzes/tests
- III. Mythology
 1. Major Olympians and other important gods
 2. Classic tales
 - a. Daedulus and Icarus
 - b. Demeter and Persephone
 - c. Orpheus and Eurydice
 - d. Prometheus, Epimetheus, and Pandora
 3. Myths from other cultures
- IV. *Romeo and Juliet*
 - a. Shakespeare
 - b. Dramatic structure
 - c. Dramatic elements
 - d. Oral reading
- V. Short Stories
 - a. Thurber's "The Secret Life of Walter Mitty"
 - b. Connell's "The Most Dangerous Game"
 - c. Stockton's "The Lady, or the Tiger?"

- VI. Novels (2 of the following)
 - a. *Lord of the Flies*
 - b. *The House on Mango Street*
 - c. *April Morning*
 - d. *A Night to Remember*
- VII. Poetry
 - a. Selections from *Adventures in Reading*
 - b. Sonnets
 - c. Poetry terms
- VIII. Speeches
 - a. Martin Luther King Jr.
 - b. John F. Kennedy
 - c. Abraham Lincoln

SUGGESTED INSTRUCTIONAL STRATEGIES:

Note cards for study of vocabulary
As specified by Individual Education Plan

SUGGESTED INTEGRATION:

None

USE OF TOOLS/TECHNOLOGY:

Internet and word processor

ASSESSMENT TECHNIQUES:

Writing/presentation rubrics
Vocabulary and grammar tests
Use of the school-wide writing rubric

List of Literary Terminology for Freshmen:

Alliteration

Allusion

Aside

Assonance

Autobiography

Biography

Characterization

Climax

Comedy

Conflict

Connotation

Consonance

Denotation

Dialect

Exhibition

Falling action

Fiction

Flashback

Foreshadowing

Hyperbole

Imagery

Irony (verbal, situational, dramatic)

Jargon

Metaphor

Mood

Narrator

Nonfiction

Onomatopoeia

Personification

Plot

Point of view

Repetition

Resolution

Rhyme (scheme)

Rising action

Setting

Simile

Soliloquy

Symbol

Theme

Tone

Tragedy