

## ENGLISH 9 COURSE SYLLABUS

**Course Title:** English 9

**Department:** English Language Arts

**Course Description:**

This course emphasizes essential areas of study: grammar (usage and punctuation), composition, oral presentation, vocabulary, and literature. Course content may include reading Greek mythology, *Julius Caesar* or *Macbeth*, *Lord of the Flies*, *Animal Farm*, *The House on Mango Street*, *The Pearl*, *Farewell to Manzanar*, *The Old Man and the Sea*, *The Odyssey*, *12 Angry Men* and selections from the Prentice-Hall anthology, and studying word/language problems related to both the 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  
*Fahrenheit 451* by Ray Bradbury

**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

**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?

Why 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?

What role does awareness of consequences play in the decision making process?

## **Course Objectives:**

### **MHS Learning Expectations:**

Melrose High School students will:

1. Write effectively using standard English
2. Demonstrate the ability to read effectively
3. Demonstrate the ability to communicate effectively
4. 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.

## **Content Outline:**

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*. Additionally, specific requirements and details of other 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.” Additionally, specific requirements and details of other 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 cruelly, and what oppressed characters can do to escape 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.” Additionally, specific requirements and details of other 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.” Additionally, specific requirements and details of other 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.” Additionally, specific requirements and details of other assignments are included in supplementary curriculum materials.

**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, propaganda, rhetoric

*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

Clauses – Independent, Dependent

Kinds of Sentences (Classified by Structure)

Simple

Compound

Complex

Compound-Complex

Parallel Structure

Tense Consistency

Varying Sentence Beginnings and Structure

Punctuation

Semicolon

Colon

Hyphen

**Major Evaluation Strategies:**

Name of Assessment	Type of Assessment	MHS Learning Expectations	Standards Assessed
Essay: <i>Julius Caesar</i> or <i>Macbeth</i> Literary Analysis: Examining and explaining the causes of a tragic hero's downfall	<b>Writing</b>	<b>1, 2, 3, 4</b>	
Core Assignment Essay and Presentation: <i>Animal Farm</i> Persuasive Speech: Write and perform a political speech inspired by a character from the novel	<b>Writing Presentation</b>	<b>1, 2, 3, 4</b>	
Core Assignment Essay: <i>The Pearl</i> Literary Analysis: Exploring a character's choice and the role of consequences in the decision-making process	<b>Writing</b>	<b>1, 2, 3, 4</b>	
Core Assignment Essay: <i>Lord of the Flies</i> Literary Analysis: Exploring the characters' actions and motivations that suggest the range of human nature	<b>Writing</b>	<b>1, 2, 3, 4</b>	
Mythology PowerPoint Project: Examination, description, and presentation of the life of a Greek God or Goddess, or of a complete Greek myth	<b>Presentation</b>	<b>1, 2, 3, 4</b>	
Core Assignment Presentation: Monologue/Soliloquy Recitation: Analysis, translation, and recitation of Shakespearean monologue	<b>Presentation</b>	<b>1, 2, 3, 4</b>	
Open-Response: Non-fiction critical reading: Identify and key details that create a process in "New England Clam Chowder"	<b>Writing</b>	<b>1, 2, 3</b>	

Open-Response: Poetry Analysis: Examining how form and structure support meaning in “I Am Singing Now”	<b>Writing</b>	<b>1, 2, 3</b>	
Open-Response: Drama Analysis: Examining meaning and structural techniques in <i>The Sunshine Boys</i>	<b>Writing</b>	<b>1, 2, 3</b>	
Open Response: Literary Analysis: Explaining how details develop characterization in “Ceyx and Alcyone”	<b>Writing</b>	<b>1, 2, 3</b>	
Vocabulary Quizzes		<b>3</b>	

**Learning Standards from the Massachusetts Curriculum Frameworks:**

Reading Standards for Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. .
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

## Writing Standards

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Speaking and Listening Standards

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,

- alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
  6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 67 for specific expectations.)

#### Language Standards

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.