

English Department Syllabus – LA 9 Honors

FRESHMAN ENGLISH LANGUAGE ARTS
HONORS LEVEL (LA9H)
1 CREDIT – FRESHMAN ENGLISH REQUIRED

9th GRADE HONORS FRESHMAN ENGLISH

TEXTS

A. Kinsella, Kate, et al. Prentice Hall Literature: Timeless Voices, Timeless Themes: Gold Level. Glenview, Illinois: Pearson Education, Inc., 2002.

B. Dickens, Charles. *Great Expectations*. (Abridged) Upper Saddle River, NJ: Prentice Hall, 2000.

C. Dumas, Alexander. *The Count of Monte Cristo*. (Abridged) New York: Signet, 1988.

PREREQUISITES

Students must have passed 8th grade language arts.

COURSE DESCRIPTION

Goals of literature for the HONORS LEVEL of FRESHMAN ENGLISH GRAMMAR, COMPOSITION, & LITERATURE include having the student evaluate literature, relate and empathize to the works read, and develop a taste for quality literature. Major goals for composition and grammar include recognition and application of the eight parts of speech, phrases and clauses, punctuation, grammar rules, and sentence structure. Students will also be expected to use these skills to create and to evaluate original compositions. Transfer of grammar knowledge to communication skills is stressed in paragraph construction and formal, academic writing.

Discussion and analysis of each work read is designed to help the student evaluate what constitutes good literature. Students are expected to participate in daily class discussions and contribute positively to the learning environment. Vocabulary is taught as a composition and communication tool.

In addition the students are introduced to the library facilities. Research tools and resources are studied. Approximately 4-6 book reports are required during the year.

COURSE CONTENT

FIRST SEMESTER

A. THEME: SPINE TINGLERS

- 1. Connell – “The Most Dangerous Game”**
- 2. Thayer – “Casey at the Bat” (optional)**

3. Poe – “The Cask of Amontillado”
4. Doyle – “The Red-headed League”
5. De la Mare – “The Listeners” (optional)

B. THEME: CHALLENGES AND CHOICES

1. Bradbury – “The Golden Kite, the Silver Wind”
2. King – “I Have a Dream”
3. Frost – “The Road Not Taken”
4. Piercy – “To be of use”
5. Angelou – “New Directions”
6. Hamilton – “Perseus”
7. Komunyakaa – “Slam, Dunk, & Hook” (optional)
8. Morrison – “The Spearthrower” (optional)
9. Nye – “Shoulders” (optional)

C. THEME: MOMENTS OF DISCOVERY

1. Lopez – “Children of the Woods” (optional)
2. Tan – “Rules of the Game” (optional)
3. Rylant – “Checkouts”
4. Stafford – “Fifteen”
5. Dunbar – “Sympathy”
6. Angelou – “Caged Bird”
7. Dickinson – “We never know how high we are” (optional)
8. Hunter-Gault – “*from* In My Place” (optional)
9. Saki – “The Interlopers” (optional)
10. Cardiff – “Combing” (optional)
11. Walker – “Women” (optional)
12. Cummings – “maggie and milly and molly and may”
13. Szymborska – “Astonishment” (optional)

D. THEME: THE LIGHTER SIDE

1. Volk – “An Entomological Study of Apartment 4A” (optional)
2. Courlander & Herzog – “Talk” (optional)
3. Jackson – “One Ordinary Day, With Peanuts”
4. Carroll – “Jabberwocky”

E. THEME: VISIONS OF THE FUTURE

1. Gates – “*from* The Road Ahead”
2. Asimov – “The Machine That Won the War”
3. Frost – “Fire & Ice”
4. Teasdale – “There Will Come Soft Rains” (War Time)
5. Muir – “The Horses” (optional)
6. Brautigan – “All Watched Over by Machines of Loving Grace” (optional)
7. Clarke – “If I Forget Thee, Oh Earth . . .” (optional)
8. Woolley – “To The Residents of A.D. 2029” (optional)
9. O. Henry – “Gift of the Magi”

F. NOVELS

1. Dickens – *Great Expectations*
2. Dumas – *The Count of Monte Cristo*

SECOND SEMESTER

H. GENRE: SHORT STORIES

1. Aiken – “Sonata for Harp and Bicycle”
2. Hurst – “The Scarlet Ibis”
3. Silko – “The Man to Send Rain Clouds”
4. Twain – “The Invalid’s Story”
5. de Maupassant – “The Necklace”
6. Rivera – “The Harvest” (optional)
7. Allende— excerpts from *The House of Spirits* (optional)

I. GENRE: NONFICTION

1. Ride – “Single Room, Earth View” (optional)
2. Singer – “The Washerwoman”
3. Hansberry – “On Summer” (optional)
4. Anaya – “A Celebration of Grandfathers” (optional)
5. Johnson - “*from A White House Diary*”
6. McPhee – “Arthur Ashe Remembered”
7. Didion – “Georgia O’Keeffe”

J. GENRE: DRAMA

Shakespeare - *Romeo and Juliet*

K. GENRE: POETRY

1. Wordsworth – “I Wandered Lonely as a Cloud”
2. Hughes – “Dream Deferred”
3. Hughes – “Dreams”
4. Tennyson – “The Eagle”
5. Dickinson – “Hope”
6. Kinnell – “Blackberry Eating”
7. Walker – “Memory”
8. Rossetti – “Uphill”
9. Myers – “Summer”
10. Poe – “The Raven”
11. Three Haiku

G. GENRE: THE EPIC

Homer –*Odyssey*

GRADES

Final course grades may include the following forms of assessment: daily work, class participation, quizzes, exams, projects, essays/compositions, oral presentations,

technology-based presentations, portfolios, semester final exams, and alternative assessments as determined by individual instructors.

X. COURSE OBJECTIVES

Common Core State Standards ELA 9-10

XI. MAJOR ASSIGNMENTS

Students will write essays and short research papers, with an emphasis on formal, academic writing techniques and MLA format. Such assignments could include:

- Research and describe an author or historical context of a work of literature

- Research and evaluate the merits of a work of literature

- Research and describe a place

- Critique of literary analysis

- Presentation of research or writing

- Student-led small group discussions