

English Department Syllabus – LA 9 Standard

FRESHMAN ENGLISH LANGUAGE ARTS
STANDARD LEVEL (LA9ST)
1 CREDIT - FRESHMAN ENGLISH REQUIRED

9th GRADE STANDARD FRESHMAN ENGLISH TEXTBOOKS

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.

PREREQUISITES

Students must have passed 8th grade language arts.

COURSE DESCRIPTION

Goals of literature for the STANDARD LEVEL of FRESHMAN ENGLISH GRAMMAR, COMPOSITION, & LITERATURE include having the student understand and appreciate good 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. Directed discussion and analysis of each work read is designed to help the student understand what constitutes good literature. Vocabulary is taught as a composition and communication tool. Transfer of grammar knowledge to communication skills is stressed in paragraph construction. Of primary concern at this level is the development of well-organized, supported paragraphs. Paragraph construction techniques are: narration, description, and exposition.

In addition the students are introduced to the library facilities. Research tools are studied, and students are given “exploration assignments” to help acquaint them with the library. Approximately four to six book reports are required during the year.

VI. 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” (optional)
4. de la Mare – “The Listeners”

B. THEME: CHALLENGES AND CHOICE

1. Bradbury – “The Golden Kite, the Silver Wind”
2. Frost – “The Road Not Taken”

3. Hamilton – “Perseus” (optional)
4. Komunyakaa – “Slam, Dunk, & Hook”
5. Morrison – “The Spearthrower” (optional)
6. Nye – “Shoulders”

C. THEME: MOMENTS OF DISCOVERY

1. Tan – “Rules of the Game” (optional)
2. Rylant – “Checkouts”
3. Stafford – “Fifteen”
4. Dunbar – “Sympathy”
5. Angelou – “Caged Bird”
6. Dickinson – “We never know how high we are”
7. Saki – “The Interlopers”
8. Cummings – “maggie and milly and molly and may”

D. THEME: THE LIGHTER SIDE

1. Thurber – “The Secret Life of Walter Mitty”
2. Chekhov – “The Inspector-General”
3. Cosby – “Go Deep to the Sewer” (optional)
4. Helfer – “Fly Away” (optional)
5. Soto – “The Talk” (optional)
6. Jackson – “One Ordinary Day, With Peanuts” (optional)

E. THEME: VISIONS OF THE FUTURE

1. Asimov – “The Machine That Won the War”
2. Frost – “Fire & Ice” (optional)
3. Muir – “The Horses” (optional)
4. Brautigan – “All Watched Over by Machines of Loving Grace” (optional)
5. Clarke – “If I Forget Thee, Oh Earth . . .” (optional)

F. NOVEL

Dickens – *Great Expectations*

SECOND SEMESTER

G. GENRE: SHORT STORIES

1. Aiken – “Sonata for Harp and Bicycle” (optional)
2. Hurst – “The Scarlet Ibis”
3. Silko – “The Man to Send Rain Clouds” (optional)
4. Twain – “The Invalid’s Story”
5. de Maupassant – “The Necklace”
6. O. Henry – “Gift of the Magi”

H. GENRE: NONFICTION

1. Ride – “Single Room, Earth View”

2. Singer – “The Washwoman”
 3. Hansberry – “On Summer” (optional)
 4. Anaya – “A Celebration of Grandfathers” (optional)
 5. Johnson - “*from A White House Diary*”
 6. McPhee – “Arthur as He Remembered”
 7. Didion – “Georgia O’Keeffe”
- I. GENRE: DRAMA

ROMEO & JULIET

J. GENRE: POETRY

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

H. GENRE: THE EPIC

Homer – “The Adventures of Odysseus”

Homer – “The Return of Odysseus”

VII. COURSE FORMAT

The following instructional strategies may be used in the teaching of this course: daily oral language, lecture, mini-lecture small-group collaboration, discussion, workshop, problem-based research, project-based learning, and technology-based learning.

VIII. COURSE EXPECTATIONS

Students will be expected to complete all reading, writing, grammar, and speaking assignments and fulfill all tasks for daily homework. All will be expected to contribute to discussions and in-class activities as well as individual and group presentations. Approximately four to six book reports are required. Some cooperative learning experiences, individual projects, vocabulary study, and research work will also be expected.

IX. 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:

- Compare and contrast characters or works of literature

- Research and describe an author

- Research and explain the historical context of a work of literature

- Research and evaluate the merits of a work of literature

- Presentation of research or writing