

**Course Description**

Ninth grade Honors English focuses on writing that includes the informal and critical essay. In addition, students expand their critical writing skills by including the use of references from outside sources—both online and textual. Consequently, the students are expected to attain a higher degree of mastery in essay writing. Students are introduced to world literature through a variety of genres: novels, plays, epic poetry, short stories, etc. The literature is used as a basis for sharpening critical and analytical skills. Some of the works read include: *Romeo and Juliet*, *Animal Farm*, *Oedipus Rex*, *Great Expectations*, and *The Odyssey*. In addition, the students are given vocabulary words that are added to a cumulative list. Students work on independent projects, are assigned independent reading, and work on oral interpretation and informative speeches. Students in this course are expected to demonstrate a consistent work ethic, an aptitude for literary analysis, and a desire to improve their writing skills through challenging assignments. Students taking Honors English are expected to work with more independence and less teacher assistance and thorough, thoughtful, and timely completion of homework assignments is essential to success.

Grade Nine offers students the opportunity to take either English 9 – H or English 9 – CP. Both classes are college preparatory; placement is determined by performance in Grade 8. Students should consider the following factors when registering; differentiating factors include pace of delivery, complexity of assessments, and expectations for independent study, along with teacher recommendations.

Study Habits Required for Success:

1. Close reading of texts: Please expect approximately 10-20 pages of quiet home reading 4 nights per week for CP students and 25-30 pages for Honors students, 5 nights per week. Distraction (social media) free.
2. Downloading of audiobooks to re-engage attention with text.
3. Use of Grammarly on all written submissions.
4. Annotation of texts for ease of analysis. (Notes that go beyond summary.)
5. Creation of quizlets and flashcards to prepare for full text exams.
6. Self-advocacy regarding expectations for written assignments.
7. Reading of all written work aloud to catch errors.
8. Appropriate planning of Membean training minutes to meet weekly deadlines.



Content Standards, Materials, Student Products

Curriculum Frameworks - Grade 9 English Language Arts

The Massachusetts Department of Elementary and Secondary Education (DESE) identifies six key knowledge and academic skills for English language arts students. In accordance, each term HHS Grade 9 students will:

DESE#1: Read complex texts independently.

- a. *Animal Farm*
- b. *Romeo and Juliet*
- c. *The Other Wes Moore*
- d. *The Odyssey*
- e. *Oedipus Rex*
- f. *Fahrenheit 451*
- g. *Jane Eyre*
- h. *Akata Witch*
- i. *I Am Malala*
- j. Foundations of Language and Literature: Shea, Golden, Schultz, et al
- k. Greek and Roman mythology
- l. Selected poetry
- m. Selected short stories, including but not limited to:
 - i. "The Veldt"
 - ii. "Reindeer Games"
 - iii. "Mirror Image"
 - iv. "There Will Come Soft Rains"
 - v. "Here There Be Tygers"
 - vi. "A Sound of Thunder"

DESE #2: Writes effectively using and/or analyzing sources.

- a. Argumentative Essay
- b. Narrative Writing
- c. Expository Essay
- d. Presentation Notes
- e. Speech

DESE #3: Builds and presents knowledge after conducting research.

- a. 5-10 Slide/ 3 source presentation with notes
- b. Three minute persuasive speech defending a position

DESE #4: Uses context to determine meaning or words and phrases.

- a. Annotates poetry and prose with a focus on syntax and rhetoric.
- b. Participates in "why the word?" conversations in class.
- c. Moves at pace with Membean.
- d. Consideration of cultural and historical language context in language study.
- e. Reads literary criticism as an introduction to the genre.

DESE #5: Can identify, assess, interpret, describe, analyze, and explain matters of "civic" life.

- a. Reads fiction and nonfiction with maturity and respect.
- b. Considers author's tone when analyzing literature
- c. Makes connections between fictional characters and circumstances to real world experiences/civic circumstances.

DESE #6: Have the capacity to listen and the ability to communicate in ways that are accessible to others.

- a. Participates in conversations of contrasting views with maturity and respect.
- b. Listens to peer and teacher perspectives, even those in opposition to their own, and formulates a thoughtful response.
- c. Modulates their own verbal delivery dependent upon audience needs.



Subject: English 9 – H

| Units | Essential Questions |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Short Story | <ul style="list-style-type: none"> How do readers prepare for reading? What are readers thinking about as they read? What can a reader do when they don't understand? What impact does fluency have on comprehension? Why are strategies important? |
| Drama | <ul style="list-style-type: none"> How does culture affect drama through history? How does drama bridge cultural diversity? How have the events in history molded drama? |
| Fiction | <ul style="list-style-type: none"> How do readers reflect and respond? What connections do readers make? How might being able to recognize literary features help in appreciating literature? |
| Non-Fiction | <ul style="list-style-type: none"> How is information organized? Why is information organized in different ways? |
| Poetry | <ul style="list-style-type: none"> What role does format have on poetry? Do poetic devices help convey meaning? Can poets compromise meaning for style? Or style for meaning? How has poetry evolved over time? |
| Argumentative Writing | <ul style="list-style-type: none"> How does the audience influence the format of your writing? How does the purpose influence the format of your writing? |
| Narrative Writing | <ul style="list-style-type: none"> Why do we write? How is your style of writing influenced by purpose? What is the importance of sharing? |
| Expository Writing | <ul style="list-style-type: none"> How do we evaluate writing? How can we use evaluation and reflection to improve our writing? |



| Units | Essential Questions |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Presentations | <ul style="list-style-type: none"> ▪ How do we fix common habits that we commit as public speakers which can be distracting to an audience? ▪ What type of speech presentation approach is best for me and the situation? |
| Speaking and Listening | <ul style="list-style-type: none"> ▪ How does speaking clearly at an understandable pace help me and others understand my point? ▪ How does listening to peers help me become a more fluent reader and speaker? ▪ How does speaking and listening allow me to expand/shape my understanding of literature and the world? |
| Civics Real World Connections | <ul style="list-style-type: none"> ▪ What are the consequences if I do not accept my personal responsibilities to my community? ▪ How do my actions impact others in my community? ▪ How can I better understand others in my community and beyond? ▪ How can I impact social change? |
| Vocabulary and Grammar | <ul style="list-style-type: none"> ▪ What is the purpose of applying grammar and mechanics skills? ▪ What is the purpose of communication? ▪ Where do words or phrases come from? ▪ How does word choice affect meaning? |