

# ***English 9***

1. English 9
2. College Prep-A
3. 5 credits
4. Revised March 22, 2010
5. No prerequisites
6. Course Description: English 9 CP-A is a full year course in World Literature. As members of the entry level high school English course, students who are in this level course should be proficient, skilled writers; therefore, the focus throughout will be on the insightful development of topics, the creative use of language, and the ability to present thorough and comprehensive discussions through a variety of structures. The central purpose of the course is to explore the representative literature of major cultures. Additionally, the course will emphasize the origins of major world masterpieces.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs, and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomical status.

7. CCCS Addressed: 3.1, 3.2, 3.3, 3.4, 3.5
8. Course Goals and Objectives: The student will...
  - 1.) recognize that reading has many purposes and demonstrate an ability to choose an appropriate approach to fit text and purpose;
  - 2.) respond to a broad range of literature;
  - 3.) compose a variety of written responses for different purposes and audiences;
  - 4.) use research skills to access, interpret, and apply information from a variety of sources;
  - 5.) organize, prepare, and present a formal spoken presentation clearly and expressively;
  - 6.) collaborate by sharing ideas, examples, and insights productively and respectfully in informal conversations/discussions;
  - 7.) use a variety of analytical operations in the listening process;
  - 8.) experience and respond to non-print media by interpreting and evaluating their effective uses;
  - 9.) work within the classroom guidelines, policies and procedures set forth by the instructor; and
  - 10.) take an active role in the classroom in ways that make a positive contribution to the activities and atmosphere of the class.
9. Implementation of Technology: Teachers will use PowerPoint presentations, DVD/VHS clips related to the literature, Elmo for writing instruction, Noodletools, blogs, and other appropriate technology as units demand.

10. Materials: Individual paperback novels; selections from *Prentice Hall Literature: World Masterpieces* and *World Literature: An Anthology of Great Short Stories, Dramas, and Poetry*.

11. Student Evaluation Methods: Tests, quizzes, papers, projects, homework, classwork, participation.

12. District Policy: **ACADEMIC INTEGRITY**

Pupils are expected to be honest in all of their academic work. This means that they will not engage in any of the following acts:

- Cheating on examinations or other school assignments, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other students' papers, exchanging information with other students orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities. Cheating through the use of technology to exchange information on any school assignment, examination, etc. is prohibited. Technology is defined as, but not limited to, computers, telephones, text messaging, palm pilots, calculators, cameras or any other hand held device.
- Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgment of the ideas, words, formulas, textual materials, on-line services, computer programs, etc. of another person, or in any way presenting the work of another person as one's own.
- Falsifications, including forging signatures, altering answers after they have been graded, inserting answers after the fact, erasing of grader's markings, and other acts that allow for falsely taking credit.

A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to reprimand and loss of credit for all of the work that is plagiarized. Disciplinary action may also be a consequence of such behavior. Additional consequences may apply as defined in specific department policies and guidelines.

A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:

- Reprimand the student orally and/or in writing. The teacher is also authorized to withhold credit in the work due to academic dishonesty.
- If warranted, the teacher shall file a written complaint against the student with the Administration, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Administration.
- The Administration will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.
- If the pupil is not in agreement with the disciplinary action of the Administration, he/she may appeal the action first to the Principal and secondly to the Superintendent. If the pupil is dissatisfied with the Superintendent's disposition of the case, he/she may grieve the action in accordance with Policy No. 5710, Pupil Grievance.

13. Course Policy: All students in English 9 must complete a research project. Students will not receive credit for the course if a research project is not completed.

#### 14. Units

##### **Unit 1: Introduction to World Mythology (2 Weeks)**

Creation Myths:       The Creation of the Titans and Gods (Greece)

                              The Creation Cycle (Mexico)

                              The Creation Cycle (New Zealand)

                              Pyramus and Thisbe (Rome)

                              The Creation of the Universe and Human Beings (China)

                              The Ages of Man (Greece)

                              The Creation, Death, and Rebirth of the Universe (India)

Origin Myths:        Demeter and Persephone (Greece)

                              The Story of Echo and Narcissus (Greece)

                              The Story of Icarus and Daedalus (Greece)

                              The Myth of Arachne (Greece)

                              Various stories from *And It Is Still This Way* (Native American)

Hero Myths:         *The Traditional Hero*

                                  The Labors and Death of Heracles (Greece)

                                  Chi Li Slays the Serpent (China)

*The Culture Hero*

                                  Questzalcoatl (Mexico)

*The Epic Hero*

                                  Jason and the Golden Fleece (Greece)

                                  The Ramayana (India)

Gilgamesh (Sumer/Babylonia)

Theseus and the Minotaur

Other: King Midas (Greek)  
Pandora (Greek)  
The Trojan Horse (Greek)

Graphic Novels: *The Trojan Horse*  
*Theseus and the Minotaur*  
*Hercules*  
*Demeter and Persephone*

Film: Powerful Gods of Mount Olympus (A & E Video Quiz Series)  
*The Mythology of Star Wars*  
*Mythology in Literary Culture*  
*The Greek Gods* (Documentary)  
*Greek Fire*

## **Unit 2: Fate vs. Free-will (9 Weeks)**

Play: *Oedipus or Antigone*, Sophocles

Epic Poem: *The Odyssey*, Homer\*

Novels: *The Alchemist*, Paulo Coelho  
*The Stranger*, Albert Camus  
*Whirligig*, Paul Fleischman  
*The Adventures of Ulysses*, Bernard Evslin  
*Wrestling Sturbridge*, Rich Wallace  
*Notes from a Midnight Driver*, Jordan Sonnenblick

*Walkabout*, James Vance Marshall

*No Right Turn*, Terry Trueman

Short Stories:

"The Minority Report," Philip K. Dick

"The Trojan War," Sally Benson

"The Wooden Horse," William Russell

"The Guest," Albert Camus

"The Appointment in Samarra," W. Somerset Maugham

"How Much Land Does a Man Need," Leo Tolstoy

"A Piece of String," Guy DeMaupassant

"Field Trip" (nonfiction), Naomi Shihab Nye

Poems:

Passages from "Ulysses," Alfred, Lord Tennyson

"Penelope," Dorothy Parker

"To an Army Wife, in Sardis," Sappho

"The Sacred," Stephen Dunn

"The Mother Writes to the Murderer: A Letter," Naomi Shihab Nye

Films:

*The Odyssey* (Television Mini-Series)

*O Brother, Where Art Thou?* (PG-13)

*Minority Report* (PG-13)

*Pay It Forward* (PG-13)

*Oedipus the King*

*Women and Classical Greek Drama*

*The Odyssey: Great Books*

*The Odyssey* (Documentary)

*The Five People You Meet in Heaven* (NR)

*Akeelah and the Bee* (PG)

*Walkabout* (NR)

**Unit 3: Family Relationships and the Role of Family Members in Different Cultures (9 Weeks)**

Plays: *A Doll's House or Hedda Gabler*, Henrik Ibsen

*A Midsummer Night's Dream*, William Shakespeare

*Romeo and Juliet*, William Shakespeare\*

Novels: *The House on Mango Street*, Sandra Cisneros

*The Good Earth*, Pearl S. Buck

*Nectar in a Sieve*, Kamala Markandaya

*The Metamorphosis*, Franz Kafka

*Speak*, Laurie Halse Anderson

*The Outsiders*, S.E. Hinton

*The Namesake*, Jhumpa Lahiri

*Seedfolks*, Paul Fleischman

*Forged by Fire*, Sharon M. Draper

*Catalyst*, Laurie Halse Anderson

*Stuck in Neutral*, Terry Trueman

*Tears of a Tiger*, Sharon M. Draper

*Darkness Before Dawn*, Sharon M. Draper

*The Sounds of the River*, Da Chen

*The Light in the Forest*, Conrad Richter

*The Face on the Milk Carton*, Caroline B. Cooney

*Staying Fat for Sarah Byrnes*, Chris Crutcher

*The Effect of Gamma Rays on Man-in-the-Moon Marigolds*, Paul Zindel

*Things Fall Apart*, Chinua Achebe

*The Chosen*, Chiam Potok

*Bone by Bone by Bone*, Tony Johnston

Short Stories: "Marriage is a Private Affair," Chinua Achebe

"The Third Bank of the River," Joao Guimaraes Rosa

"Two Kinds," Amy Tan

"The Open Window," Saki

"The Scarlett Ibis," James Hurst

"Forty-Five a Month," R.K. Narayan

"Sibi" from *Mahabharata*, adapted by R.K. Narayan

The Lovers," Bessie Head

"The Fat of the Land," Anzia Yeziarska

"The Handsomest Drowned Man in the World," Gabriel Garcia Marquez

Selections from *Interpreter of Maladies*, Jhumpa Lahiri

Poems: Shakespeare's Sonnets

Petrarch's Sonnets

"Love," Takasaki Masakaze

"The Man Has No Useful Work," Rabindranath Tagore

"Chess," Rosario Castellanos

Films: Franco Zeffirelli's *Romeo and Juliet* (PG-13)

Baz Luhrmann's *Romeo and Juliet* (PG-13)

*Shakespeare: Life of Drama* (NR)  
*The Reduced Shakespeare Company* (NR)  
*West Side Story* (PG)  
*Whale Rider* (PG-13)  
*Speak* (Not Rated)  
*The Namesake* (PG-13)  
*The Joy Luck Club* (Teacher Edited Version)  
*Rabbit-Proof Fence* (PG)  
*Slumdog Millionaire* (R)  
*The Good Earth* (NR)  
Excerpts from *The Outsiders* (PG-13)  
*Nightjohn* (PG-13)  
*The Great Santini* (PG)  
*Kafka's Metamorphosis: Great Books*  
*Losing Isaiah* (R)  
The Simpsons "There's No Disgrace like Home" (episode)

**Unit 4: The Effects of War on Culture and Society (9 Weeks)**

Play: *Julius Caesar*, William Shakespeare

Novels: *All Quiet on the Western Front*, Erich Maria Remarque

*Night*, Elie Wiesel

*Animal Farm*, George Orwell

*Real Time*, Pnina Moed Kass

*The Swallows of Kabul*, Yasmina Khadra

*The Attack*, Yasmina Khadra

*The Sirens of Baghdad*, Yasmina Khadra

*Purple Hibiscus*, Chimamanda Ngozi Adichie

*Born Under a Million Shadows*, Andrea Busfield

Non-fiction: *Three Cups of Tea*, Greg Mortensen

Short Stories: "The Rebellion of the Magical Rabbits," Ariel Dorfman

"War," Luigi Pirandello

"The Birds," Daphne duMaurier

Selected Sections of "The Art of War," Sun Tzu

"Christmas, 1914" from *Old Soldiers Never Die*, Frank Richards

Excerpts from *The Sunflower*, Simon Wiesenthal

"A Certain Night," Ting Ling

Poems: "Everything Is Plundered," Anna Akhmatova

"I Am Not One of Those Who Left the Land," Anna Akhmatova

"Requiem," Anna Akhmatova

"Dulce Et Decorum Est," Wilfred Owen

"Crow Song," Margaret Atwood

"The Soldier," Rupert Brooke

"One Soldier," Katai Tayama

"To the Little Polish Boy," Peter Fischl

"First They Came," Pastor Martin Niemoller

"Refugee Blues," W.H. Auden

"Fighting South of the Ramparts," LiPo

“Wage Peace,” Judyth Hill

Fables: Aesop's Fables ("The Fox and the Grapes," etc.)

Films: *Paper Clips* (Documentary)

*Animal Farm* (Animated)

*George Orwell Biography*

*A Midnight Clear* (R)

*MTV: True Life “I Have PTSD”* (NR)

*Life is Beautiful* (PG-13)

*Children Remember the Holocaust* (NR)

*Osama* (PG-13)

*Osama: Life under the Taliban*

*War Letters*

*The Great War: Parts 1-8*

*Last Letters Home: Voices of American Troops* (NR)

*Dear Home: Letters from World War I* (NR)

*In Memory of Millions: Voices of the Holocaust* (NR)

*Alive Day Memories: Home from Iraq* (NR)

*Afghan Stories* (NR)

*Interview with Elie Wiesel at Auschwitz* (NR)

*Elie Wiesel: Goes Home* (NR)

*Elie Wiesel: First Person Singular* (NR)

*Voices of the Holocaust* (NR)

Excerpts from *The Ku Klux Klan: A Secret History*

Music:                    “Blowin' in the Wind,” Bob Dylan  
                              “Letters from War,” Mark Schultz  
                              “Goodnight Saigon,” Billy Joel  
                              “No Man's Land,” Eric Bogle

### **Unit 5: The Research Paper Process - Culture Projects (2 Weeks)**

Students will discover and explore the aspects of different cultures while learning about the various elements of the research process.

\*Core Novels

**Selections will be rotated from year to year and teachers will select works appropriate to his or her students and thematic focus. The order of units will vary based on availability of books.**

Supplemental readings/viewings from current periodicals and media including timely and relevant video clips will be used in this course.

15: Websites: Individual teachers' websites can be accessed via [www.hpregonal.org](http://www.hpregonal.org).