

English 9 CP-A Curriculum Guide

1. English 9 CP-A
2. College Prep Academic
3. 5 credits
4. Revised March 25, 2008
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. Unit 1: *All Quiet on the Western Front* (3-4 weeks)

a. Unit Goal(s):

- 1.) Students will learn about the time period of WWI and the effects of the Great War as part of the Effects of War on Culture and Society unit.
- 2.) Students will learn about the life of Erich Maria Remarque and understand that writers' lives greatly influence their work.
- 3.) Students will learn a variety of literary terms and devices relevant to both poetry and fiction and will be able to apply them to the reading of the novel.
- 4.) Students will explore themes of destructiveness of war, corrupting effect of power, the "lost generation," camaraderie, and shared humanity.

b. Unit Objectives:

- 1.) Students will engage in pre-reading activities that will familiarize them with the WWI era, including a web quest assignment.
- 2.) Students will read *All Quiet on the Western Front*, both independently and aloud in class.
- 3.) Students will learn and take notes on a multitude of literary terms and poetic devices, such as imagery, alliteration, personification, rhyme, etc.
- 4.) Students will contribute in many small and large class discussions, including a Socratic Seminar.
- 5.) Students will respond to informal in-class writing prompts.
- 6.) Students will have small writing assignments that correspond with each chapter in the novel.
- 7.) Students will keep a literature study sheet on which they will take notes on theme, style, plot, symbolism, and characters.
- 8.) Students will read the short story "War" by Luigi Pirandello and make connections to the novel through questions based on the story and class discussion.
- 9.) Students will take quizzes based on the use of poetic language in the novel and comprehension of the chapters.
- 10.) Students will view a Power Point presentation on the art of WWI.
- 11.) Students will listen to songs that convey an anti-war theme, such as Bob Dylan's "Blowin' in the Wind" and Mark Schultz's "Letters from War," and write reactions to the songs and their relevance to the novel.
- 12.) Students will write a thesis paper based on the use of poetic language and the anti-war theme expressed in both *All Quiet on the Western Front* and the poem "Dulce Et Decorum Est."

c. Implementation of Technology: Internet web quest, use of teacher's blog page, overhead projector, Power Point presentation, songs on CD

Sample Assignments:

Pre-reading Activity: Students will research the World War I era so that they understand the historical context of the novel. They will do this by either completing a web quest assignment (<http://www.studyguide.org/allquietonwesternfront.htm>) or reading an informational packet titled “The Great War” and answering questions.

During-reading Activity: Students will take notes on poetic devices and literary terms and then apply them to two different passages from the novel.

Poetic Devices & Literary Terms

Imagery:

Alliteration:

Assonance:

Consonance:

Repetition:

Personification:

Apostrophe:

End Rhyme:

Internal Rhyme:

Metaphor:

Simile:

Additional Materials: *All Quiet on the Western Front* books, overhead projector, computers with Internet access, computer projector

Unit 2: *The Odyssey* (approximately 4 weeks)

- a. Unit Goal: The students will read *The Odyssey* to appreciate Greek epics, to analyze how characters develop through adversity, and to become acquainted with archetypes in literature.
- b. Unit Objectives:

SWBAT:

1. Research Greek myths and *The Iliad* to build background knowledge for *The Odyssey* and cooperate in small groups to prepare a lesson on a particular myth or legend.
2. Discuss particular characteristics of an epic and make predictions about the work.
3. Identify Odysseus as an epic hero and establish a standard by which to measure Odysseus’s heroism outside the genre, that standard being the “Hero’s Journey” as per Joseph Campbell.
4. Build their vocabulary and interpret the underlying motivations of some of the principal characters.

5. Make predictions about Telemachus's relationship with his father and generate their own essential questions for a deeper understanding of the book.
 6. Infer Odysseus's attitude about leaving Ogygia and returning home.
 7. Create a dialectical journal to reflect on and analyze particular quotes and passages.
 8. Discuss how fate is manifest in *The Odyssey* and determine to what degree free will is operative.
 9. Interpret "The Hero's Journey" as per Joseph Campbell, then compile and organize examples of heroic stages from *The Odyssey*.
 10. After reading Book XI, "The Book of the Dead," the students will discuss the significance of this as a "rite of passage."
 11. Write an essay that explains how Odysseus's journey is like the archetypal Hero's Journey and, perhaps, how it is not.
 12. Judge whether the movie makers accurately portrayed Odysseus as a hero.
 13. Create and deliver an original story that includes a monster of symbolic importance.
- c. Implementation of Technology:
1. Internet research for the Mythology Project
 2. Power Point presentation on "The Epic"
 3. Power Point Presentation on "The Heroic Journey"

Sample Assignments:

Analysis of Greek gods and goddesses

Creation of own myth

Dialectical journal responses to the reading

Hero's Journey essay

Unit 3: Fate vs. Free-will -- *The Alchemist* (4 weeks)

a. Unit Goals:

Students will read of Santiago's journey and the conflicts he faces in achieving his personal legend. They will connect the author's belief on fate vs. free-will with their own beliefs.

b. Unit Objectives:

S.W.B.A.T. respond to different pre-reading topics through class discussion, formal/informal writing topics, and creative activities.

S.W.B.A.T. research and create an **Alchemist Notebook** through a teacher designed webquest.

S.W.B.A.T. connect the introduction to *The Alchemist* to Steve Jobs's speech and to his or her own life.

S.W.B.A.T. write an informal reflective journal on **The Unspoken Language** based on personal observations of day to day interactions with others and connect it to *The Alchemist*.

S.W.B.A.T. properly choose significant quotes from a work, analyze the quote, use the MLA parenthetical documentation, and produce a creative quote booklet.

S.W.B.A.T. define the term Personal Legend through an activity where students have to write about **Finding One's Own Personal Legend**.

c. Implementation of Technology:

S.W.B.A.T. use the internet to do a webquest

S.W.B.A.T. use the internet to read and view the speech given by Steve Jobs at Stanford University

Sample Assignments:

1. Santiago is guided by his dreams and by omens which appear to him throughout his journey. Write about a noteworthy dream you have had, or about an omen in which guided you somehow during the course of your life. How did you interpret the dream or omen, and how did it influence your life?
2. Briefly discuss the four obstacles that an individual faces in his or her quest for their Personal Legend. The introduction (ix-xii) of *The Alchemist* discusses the four obstacles while searching for our personal Legends.

Unit 4: Family Relationships and the Role of Family Members in Different Cultures: *Romeo and Juliet* (9 weeks)

Unit Goals: Students will understand how culture influences the role that one has within a family and how relationships with other family members affect one's behavior.

Unit Objectives: Students will learn about the culture of Elizabethan England and the roles that men and women played during that time period.

Implementation of Technology: Web Quest, informational lecture on CD, historical documentary, *Romeo and Juliet* films, *West Side Story* film.

Sample Assignments:

1. Make connections between the play and a modern film version directed by Baz Luhrmann and the classic film version directed by Franco Zeffirelli.
2. Make connections between the classic play and a modern adaptation, *West Side Story*.
3. Reading logs, such as the following: Should Juliet have followed the Friar's advice? Why or why not? What else could she have done? What would you have done in her situation? Tell about a time when you asked someone to do something for you and they didn't. What happened as a result? Connect to the events of the play.

Unit 5: Research

Unit Objectives:

Students will:

1. Employ appropriate listening skills while receiving informational material on pieces of the research paper process.
2. Complete an online plagiarism quiz.
3. Investigate and choose various myths, ancient Greek heroes, and contemporary heroes to research and analyze.
4. View a database presentation in the library.
5. Conduct research using the library, the Internet, and databases, in order to locate at least five sources of information.
6. Develop a thesis statement, compose an introductory paragraph, and apply the appropriate heading to the page.
7. Appraise sources and information for credibility.
8. Organize and prepare notes, then compose a detailed outline using both paraphrased information and direct quotes, all cited correctly in MLA format.
9. Collect all bibliographic information and create a Works Cited page in MLA format, using Noodle Tools.

Implementation of Technology

1. Online Plagiarism Quiz
2. Use of overhead projector for Noodle Tools presentation, finding reputable websites, editing student examples, and other research related tasks
3. Use of library databases and internet websites to find source information
4. Use of Purdue University Online Writing Lab (OWL) to reinforce various research skills
5. Use of Word Processing tools to create final product

Skills to Learn/Review

How to...

1. **Use the media center and Internet** to find sources relevant to the topic
2. Take effective **notes**

3. **Paraphrase** to avoid plagiarism
4. Use **internal documentation** for support
5. Create a **Works Cited** page from a variety of sources
6. Make an **outline** for a research paper
7. Write an **introduction** for a research paper that includes a **thesis statement**

11. Assignments: The assignments listed are representative of the types of assignments student will complete throughout the unit. Additional readings and writings, class activities and projects, quizzes and vocabulary study will also be completed.

12. Additional Materials: copies of novels, use of computer lab/mounted projector, library resources, etc.

13. Evaluation Tools

- a. Measures of student progress: Class participation in various discussions and activities, completion of homework and in-class assignments, students' grades on quizzes and tests
- b. How will you measure the effectiveness of this course? Effectiveness of course will be measured through teacher reflection and student performance on final assessments.
- c. When was the last mid-term exam written/ or revised? December 2007
- d. When was the last final exam written/ or revised? May 2008

14. 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.

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. Also, all students in Honors level courses must complete summer homework.

15. See class websites at www.hpregonal.org.