

English 9 CP-B Curriculum Guide

1. English 9 CP-B
2. College Prep B
3. 5 credits
4. Revised March 25, 2008
5. No prerequisites
6. Course Description: **English 9 CP-B** is a full year course in World Literature. Students will learn about and become familiar with the major works, authors, ideas, and trends from world cultures. Major genres, a glossary of literary terms, and a variety of literary devices will be studied in depth. Critical reading, writing, and thinking skills will be enhanced through the study of literature.

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:** *Animal Farm* by George Orwell – approximately 3 weeks

a. Unit Goal(s):

To familiarize students with the Russian Revolution and the Rise of Communism

To make connections between the novel and its historical context

To familiarize students with a variety of relevant socio-political terms

To explore the connection between fear and propaganda (historical and contemporary) and its effect on citizens

To explore the following themes: *CORRUPTION AND THE IMPOSSIBILITY OF A UTOPIAN SOCIETY *PROPAGANDA AND MANIPULATION *THE FAILURE OF HUMAN MEMORY *THE ABUSE OF POWER

To learn relevant literary terms/techniques

To engage students in taking notes from a variety of sources

To challenge students with a variety of assessment tools

b. Unit Objectives: The Student will...

Engage in pre-reading discussion and writing activities that center on the aforementioned goals;

Discuss what he/she knows, thinks he/she knows, wants to know about the Russian Revolution and related people and ideas (for example: Stalin, communism, totalitarianism, propaganda, etc.);

Read/listen to *Animal Farm* in a supportive environment;

Learn literary terms such as foreshadowing, symbol, zoomorphism, allegory, etc.

Contribute to a variety of class discussions and cooperative learning experiences;

Respond to a variety of informal writing prompts and discussion questions;

Debate the ending of the novel;

Take a variety of quizzes throughout the reading;

Take objective and essay-based tests;

Debate the concept of revolution and its implementation;

Choose and complete one of several creative projects based on *Animal Farm*.

c. Integration of Technology: PowerPoint presentation, use of teacher blog page, use of student blog pages

Sample Assignments:

1. Complete a blog-based propaganda exercise
2. Continue the book. Write and type Chapter 11.
3. Find five examples of different types of propaganda techniques in magazines. For each, write and type a one paragraph response discussing the technique used and its effectiveness.

Unit 2: *Night* -- by Elie Wiesel, 4-5 weeks

a. Unit Goal(s):

Students will connect prior knowledge and pre-reading activities regarding the Holocaust to reading the novel Night. By reading Wiesel's personal account of surviving the Holocaust, students will gain an understanding of the effects of war and the Holocaust, and how concentration camps affected the lives of the survivors. Students will identify how the desire for

power and control by leaders can have devastating effects on people and society. Students will analyze and reflect on ideas such as loss of faith, loss of humanity, and voice versus silence, and determine what messages Wiesel is attempting to convey regarding topics of humanity and genocide.

b. Unit Objectives: SWBAT:

- i.** Recall and summarize the reading, examine key questions, events, and passages, make connections between the reading and prior knowledge of the Holocaust.
- ii.** Define and identify the use of specific literary terms within the reading, such as:
 1. dialogue
 2. foreshadowing
 3. hyperbole
 4. metaphor
 5. paradox
 6. symbol
 7. simile
- iii.** Apply reading vocabulary in a variety of ways.
- iv.** Examine a variety of poetry from the Holocaust, compose personal reactions to the poetry, construct visual symbolic displays based on the poetry, and compose their own poems.
- v.** View a documentary film on children of the Holocaust and reflect by writing about the different ways children today may handle such devastating and traumatic events.
- vi.** Explore five key ideas (night, loss of humanity, loss of faith, father-son relationships, voice vs. silence) found within Night, and examine events from the novel in which these ideas are revealed.
- vii.** Write an essay justifying which main idea (night, loss of humanity, loss of faith, father-son relationships, voice vs. silence) is best portrayed in the novel *Night*.

c. Implementation of Technology:

- i.** PowerPoint presentation on *Night* and Elie Wiesel
- ii.** PowerPoint presentation on Genocides and Darfur
- iii.** Documentary film: *Children Remember the Holocaust*
- iv.** PowerPoint Jeopardy review game to prepare for the final *Night* test
- v.** Online video of Elie Wiesel's interview with Oprah Winfrey:
http://www.oprah.com/omagazine/200011/omag_200011_elie.jhtml

Sample Assignments:

1. Reading, journal response, and discussion based on the following poems:

First They Came for the Jews.

To A Little Polish boy Standing with His Arms Up

2. Respond to questions like the following:

- 1.) Why do you think Eliezer loses his faith while others rely on theirs more than ever? Base your answer on specific incidents in the book.
- 2.) How does this book compare with other sources of information that you have seen or read regarding the Holocaust? Is the Holocaust more or less vivid in your mind after reading Wiesel's work? Explain your response and give quotations from the book.
- 3.) In your opinion, does Eliezer let his father down in the end? Support your response.
- 4.) What do you think the author wants you to feel or understand from reading the book?
- 5.) How do you think Eliezer's future will be affected by his stay in the camps?
- 6.) By the end of the book, do you think Eliezer is truly "free at last" from his father? From his captors? Explain your responses.

Unit 3: *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 the 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 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.

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