

English 9 College Prep C Curriculum Guide

- 1. Name of Course:** English 9 College Prep C
- 2. Course Number:**
- 3. Revised:** August 2009 by Heather Strout
- 4. Prerequisites:** No prerequisites
- 5. Level and Number of Credits:** College Prep C Level; 5 Credits
- 6. Grade Levels Offered to:** Grade Nine
- 7. Course Description: English 9 General**, a required course for graduation, examines the topics of individual and group relationships, with specific emphasis on family, through the study of literature. This program is for those students who have not met the minimum competency levels in reading and/or writing on the ASK8 or who have been recommended for this level by their eighth grade teacher. Instruction is designed to provide remediation based on an Individual Student Improvement Plan (ISIP) that identifies and addresses the specific needs of students in order to strengthen their reading and writing skills.

This course is supported by the following web resources:

www.9cpc.blogspot.com (class blog page)

http://www.hpregonal.org/departments/english/hstrout/Revised_Webpage.html (teacher web page)

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.

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. CCCS Addressed: 3.1, 3.2, 3.3, 3.4, 3.5

10. Vertical Articulation: This course provides students with a foundation on which to build the rest of their English class experiences at High Point. Throughout the year, teachers at the CPC level (9-12) collaborate, share ideas, and discuss goals for students, including adequate preparation for the HSPA.

11. Integration of 21st Century (Life and Careers) Skills and Themes: Throughout English 9CPC, students are exposed to many skills and themes relevant to 21st century citizenry, some of which are as follows: implementing relevant technology, cultivating personal accountability, meeting deadlines, taking pride in one's work, forging meaningful interpersonal relationships, raising social consciousness, recognizing the importance of trust, recognizing the importance of community involvement, learning to take a sensitive approach to others, demonstrating appreciation, earning privileges, learning how to craft a resume, experiencing the value of multiple perspectives, recognizing that reading and writing are skills transferable to all walks of life, etc.

12. Global Perspectives: Students will read, analyze, and discuss authors from around the world and travel the globe through their reading. Elements of each unit will focus on culture and diversity. Furthermore, students will have countless opportunities to learn about other cultures, traditions, and perspectives from their fellow classmates. (For more information, please see #11 above.)

13. Interdisciplinary Connections: Connections will be made to history, psychology, art, culture, and other disciplines whenever possible.

14. Units

Feuding Families/Developing Relationships

Romeo and Juliet - William Shakespeare, 4-5 weeks

a. Unit Goals:

Students will explore the history of Elizabethan England including William Shakespeare's biography. They will recognize the impact of Shakespeare's work on contemporary society and utilize various reading strategies to approach his language. Students will act out, listen to, and view (through the two film versions) Romeo and Juliet, focusing on key scenes. Students will respond to the play through discussion, Socratic Seminar, writing activities, and creative projects. They will also use the play as

a conduit for thinking and writing about family relationships, parental roles, love at first sight, young relationships, and other relevant issues.

b. Unit Objectives: SWBAT:

- i.** Recall and summarize the reading, examine key questions, events, and passages, make connections between the reading and individual lives.
- ii.** Define and identify the use of specific literary terms within the reading, such as:
 1. foreshadowing
 2. metaphor
 3. symbol
 4. simile
 5. tragedy
 6. character
 7. setting
 8. theme
 9. conflict
- iii.** Successfully understand the action of the play.
- iv.** “Translate” a contemporary scene into Shakespeare’s language.
- v.** “Translate” a scene from the play into contemporary teen language.
- vi.** Support opinions and perspectives during Socratic Seminar.
- vii.** Take notes on each act in order to successfully complete open-notes tests/quizzes.
- viii.** Connect experiences from their lives to themes from the play (family conflict, impetuous behavior, the value of good decision making skills, etc.).

c. Implementation of Technology: Internet scavenger hunt, informational lecture on CD, historical documentary, *Romeo and Juliet* films

d. Sample Assignments:

1. Conduct Internet research to complete a Shakespeare Scavenger Hunt.
2. 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.
3. Students may choose from several creative project options as a culminating assessment.

Common Humanity: Thinking about Behaviors and Outcomes
(10 weeks)

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 Night by Elie Wiesel. By reading Wiesel's personal account of surviving the Holocaust (and listening to it on audio tape), 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, voice versus silence, effects of genocide, and, most importantly, recognizing common humanity.

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. metaphor
 4. symbol
 5. simile
 6. setting
 7. theme
- 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 in which Elie Wiesel and Oprah Winfrey visit the Auschwitz concentration camp and reflect on Wiesel's experiences. Students will then connect, through writing, with their own questions, reactions, and feelings.
- 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.** Participate in a Socratic Seminar that focuses on the aforementioned key ideas and other relevant topics.
- viii.** Create an ABC project in place of a final test that synthesizes research skills (finding relevant sources, quoting, paraphrasing, Works Cited entries, etc.), mastery of content, and creativity

c. Implementation of Technology:

- i. PowerPoint presentation on Night and Elie Wiesel
- ii. PowerPoint presentation on Genocides and Darfur
- iii. Documentary film: Oprah Winfrey's interview with Elie Wiesel
- iv. Audio version of Night

d. 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 such as 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.

Whirligig - by Paul Fleischman, 4-5 weeks

a. Unit Goal(s):

Prior to reading, students will connect to a variety of real life situations regarding behaviors and consequences. By reading Whirligig, students will gain an understanding of how individuals' lives are interconnected (sometimes silently and unknowingly), how one person's actions invariably create a ripple effect (in a positive or negative way), how simple actions can leave lasting impressions on others' lives. Students will identify elements of the Hero's Journey as evidenced by Brent's travels, and connect this information to their (previous or future) study of The Odyssey. Students will analyze and reflect on ideas such as behaviors and consequences, moving beyond peer/societal expectations, the importance of human connection, and learning to take personal responsibility for one's life and learning.

b. Unit Objectives: SWBAT:

- i. Recall and summarize the reading, examine key questions, events, and passages, and make connections

- ii. Apply reading vocabulary in a variety of ways.
- iii. Define and identify the use of specific literary terms within the reading, such as: plot, point of view, theme, setting, character, theme
- iv. Examine poetry that relates to the novel (“The Mother Writes to the Murderer: a Letter” by Naomi Shihab Nye), compose personal reactions to the poetry, and compose original poems.
- v. View Pay It Forward and make thematic connections – through writing and Socratic Seminar – to Whirligig.
- vi. Read (and view) excerpts from The Five People You Meet in Heaven. Compare and contrast the characters of Brent and Eddie.
- vii. Track Brent’s journey in connection with the Hero’s Journey.
- viii. Locate key locations from the novel on a map.
- ix. Complete a Random Acts of Kindness Journal that raises one’s own awareness to daily behaviors and consequences.
- x. Engage in “life philosophy thinking” through a creative quote project.
- xi. Create a “Bloom Ball” that reflects mastery of key concepts from Whirligig, Pay It Forward, and The Five People You Meet in Heaven.

c. Implementation of Technology:

- i. Internet assignment: Creative Sentencing
- ii. Internet assignment: Exploring the Effects of Random Acts of Kindness
- iii. Films: Pay It Forward, The Five People You Meet in Heaven
- iv. Audio version of Whirligig.

d. Sample Assignments:

1. Pre-reading questions such as the following:
 1. Recall and describe an experience where your actions had a negative impact on someone else’s life. How did you feel? Did you do anything to “make up” for the situation? Explain.
 2. Name one or two possible consequences for each of the following behaviors:
 - *sitting next to someone you don’t usually talk to
 - *drinking and driving
 - *being respectful to a teacher when you really want to lose your temper
 - *lying to a parent
 - *teaching a younger sibling or cousin the correct way to do something
 3. Information Tracking Chart – For each state Brent visits, track the following: challenges Brent faces while creating the whirligig, skills Brent learns/qualities he develops/people with whom he interacts, effect Brent’s creation has on others, changes in Brent, significant quote that shows Brent’s growth (using the proper format)
 4. Venn Diagram – Compare and contrast Brent Bishop, Trevor McKinney, and Eddie.

Research Paper Process
(4 weeks)

a. Unit Goal(s):

This unit will expose students to all elements of the research process, give them a firm foundation in MLA style, and provide them with an opportunity to create a meaningful project that shows mastery of their learning.

b. Unit Objectives: SWBAT:

- i. Employ appropriate listening skills while receiving informational material on pieces of the research process.
- ii. Take effective notes.
- iii. Create four research questions guide process.
- iv. Navigate the school databases in order to find appropriate and credible sources.
- v. Paraphrase and use quoted material correctly in order to avoid plagiarism.
- vi. Meet deadlines.
- vii. Create a Works Cited page proper MLA format using NoodleTools.
- viii. Practice research skills via meaningful assignments.
- ix. Proofread and polish work to reflect attention to detail.

c. Implementation of Technology:

- i. Online plagiarism quiz
- ii. Use of overhead projector for Noodle Tools presentation, finding reputable websites, editing student examples, and other research related tasks
- iii. Use of library databases and Internet websites to find source information
- iv. Use of word processing tools to create final product

d. Sample Assignments:

1. Student interest survey (to find a topic)
2. Skills practice with all parts of the research process
3. Four completed research paragraphs

Exploring the Past, Connecting to the Present: Greek Mythology and The Odyssey
(3 weeks)

The Adventures of Ulysses – Bernard Evslin

a. Unit Goal(s):

This unit will expose students to the concept of the epic, immerse them in the gods, goddesses, heroes, monsters, and creatures associated with Greek mythology, provide them with an opportunity to find contemporary references to these figures, introduce (or re-introduce, depending on when the class studies Whirligig) the concept of the Hero's

Journey as well as some of the most famous Greek myths, and engage students in thinking about their own journeys: past, present, and future.

b. Unit Objectives: SWBAT:

- i. Recall and summarize the reading, examine key questions, events, and passages, and make connections
- ii. Define and identify the use of specific literary terms within the reading, such as:
 1. foreshadowing
 2. myth
 3. epic
 4. hero
- iii. Define epic and hero use those definitions to label familiar stories and movies, and the characters in them.
- iv. Recognize the importance of storytelling in order to make sense of one's world.
- v. Demonstrate understanding of major figures in Greek culture and mythology.
- vi. Take notes to properly prepare for open-notes assessments.
- vii. Compare and contrast relevant film clips from the film version of The Odyssey to the reading.
- viii. Track Odysseus's journey through reading and charting.
- ix. Find contemporary references to famous Greek myths and stories.
 - x. Create a resume for an ancient Greek character.
 - xi. Reflect about personal journeys through written, verbal, and artistic opportunities.

c. Implementation of Technology:

- i. PowerPoint: An Overview of Greek Mythology and Culture/The Odyssey
- ii. Quiz Game: Name that Ancient Greek!
- iii. Film: The Odyssey
- iv. Internet research
- v. Resume tools

d. Sample Assignments:

1. Open-notes quiz on PowerPoint presentation.
2. Creation of original myth
3. Students will create an actual resume (with all necessary components) for an ancient Greek hero, god, goddess, creature, or monster.

15. Assignments: The assignments listed are representative of some of the types of assignments students will complete throughout the unit. Additional readings and writings, class activities and projects, quizzes and tests will also be completed.

16. Additional Materials: copies of novels, use of computer lab/mounted projector, library resources, teacher-generated handouts, class blog, etc.

17. 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, tests, projects, formal and informal writing tasks, etc.
- b. How will you measure the effectiveness of this course? Effectiveness of course will be measured through teacher reflection, student performance on assessments, and student feedback.
- c. When was the last mid-term exam written/ or revised? January 2009
- d. When was the last final exam written/ or revised? May 2009

18. **Course Policies: 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.

**Furthermore, all students in English 9CPC must complete a research project. *Students will not receive credit for the course if a research project is not completed.*

19. References: www.9cpc.blogspot.com
Ms. Strout's website via hpregonal.org