

COURSE TITLE: English 9 Advanced 2016-2017
INSTRUCTOR: Kathryn Stork
COURSE LENGTH: Two semesters

COURSE GOALS:

1. To provide students with rigorous and standards-based English Language Arts instruction, which is accessible to all students, conforms to the National Common Core English Language Arts Standards and prepares students for passing the California High School Exit Exam in the 10th grade, as well as the PSAT, SAT, and AP exams as students advance through high school.
2. To ensure that all students understand and practice effective reading strategies, which promote good comprehension as well as higher order thinking skills, related to reading.
3. To provide students with ample exposure to various forms of literature (both fiction and non-fiction) and to promote their appreciation of both modern and traditional literary classics.
4. To develop students' capacity for literary analysis through the understanding of such literary concepts as plot, theme, characterization, setting, point of view, foreshadowing, symbolism, tone, style and inference as well as various literary techniques and devices writers use to communicate ideas.
5. To promote fluent student writing which is meaningful to both the writer and his/her readers and demonstrates understanding and application of the rules of Standard English grammar, mechanics, usage and rhetoric.
6. To develop student's critical thinking skills so that they can effectively analyze, distill and communicate ideas based on sound facts and informed judgments.
7. To develop students' speaking skills so that they are able to express themselves orally with creativity, confidence and conviction.
8. To foster a positive and cooperative classroom environment wherein students listen and speak to one another, as well as to the teacher and others, with courtesy and consideration for the values, needs and differences of each person.

CURRICULUM SUMMARY: Readings and exercises will be selected from the following lists.

LITERATURE: Theme—The search for understanding and tolerance

A. NOVELS:

The Absolutely True Diary of a Part-Time Indian--Alexie
April Morning—Fast
The Bean Trees—Kingsolver
Fallen Angels--Meyers
Great Expectations or *A Tale of Two Cities*—Dickens
The House on Mango Street—Cisneros
I Heard the Owl Call my Name—Craven
Lilies of the Field—Barrett
Mythology—Hamilton
Speak--Anderson
The Time Machine—Wells
To Kill a Mockingbird—Lee
Z for Zachariah—Cormier

B. DRAMA:

Antigone—Sophocles
Romeo and Juliet—Shakespeare

- C. SHORT STORIES, ESSAYS AND INFORMATIONAL READING: Selections From *Holt Literature and Language Arts—Third Course*.
- D. POETRY: Selections from the Holt text above and from outside sources. Students will also participate in Poetry Out Loud activities and presentations.
- E. OUTSIDE READING: Students will be expected to complete at least 1,000 pages each semester. Some books will be open to student choice and others will be assigned from the list of novels above.

GRAMMAR: Text: *Holt Handbook—Third Course* and Thompson's *The Magic Lens*

1. Review of the parts of speech and the parts of a sentence
2. Recurrent errors in student writing
3. Mechanics
4. Usage
5. Phrases and clauses
6. Punctuation
7. Syntax
8. Application and mastery of the four levels of sentence analysis.

WRITING: Text: *Holt Handbook—Third Course* and *Holt Literature and Language Arts—Third Course*.

1. Compositions: The primary focus will be writing in response to literature (both fiction and non-fiction) with emphasis on rhetorical analysis, comparison/contrast, argumentation, interpretation and personal essay writing. Correct sentence structure, paragraphing and grammar will be emphasized. The stages of the writing process (including prewriting, drafting, revising and editing) will be taught directly with numerous final compositions marked and graded.
2. Quickwrites, Freewriting and Journal Writing: Will be used to promote fluency and to generate ideas for more formal writing assignments.
3. Research and Technology: Students will utilize the library and computer technology to prepare both research papers and oral research presentations.

SPEAKING: Using primary and secondary resources, students will be presenting their ideas orally in various formats throughout the year, including group presentations, panel discussions, and individual presentations. Emphasis will be placed on learning and using classical speech forms including argumentation, persuasion and debate.

VOCABULARY BUILDING: Vocabulary exercises will be drawn from assigned readings and from the district approved texts, *Vocabulary Workshop* by Shostak and *Vocabulary from Latin and Greek roots*, Level 3. The focus will be on preparing students for CAHSEE, SAT, ACT and AP exams, as well as providing for general vocabulary development.

BEHAVIOR EXPECTATIONS, HOMEWORK POLICIES, TESTING AND GRADING POLICIES—Please see “Classroom Policies and Procedures”

PARENT/TEACHER CONTACTS: If you would like to contact me any time during the school year, please leave a phone message for me at (916-395-5090; Ext.506808) or email me at **kathryn-stork@scusd.edu**. I am available for parent conferences during my prep period and after school. Please feel free to contact me if you have any concerns regarding your student's behavior, performance, assignments or attendance in my class.