



CORE ENGLISH GRADE 9

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

The English 9 course focuses on developing the students' critical and analytical language skills. The first unit of study focuses on writing and grammar skills and the establishment of a writing portfolio. This is followed by the second unit of study which provides the students with an overview of literary genres. For the rest of the year, the students study the five genres in-depth: short story, novel, drama, poetry, and nonfiction.

As they study the short story, the students analyze the basic elements of narration: plot, setting, characterization, conflict, theme, and point of view. During the study of the novel, the students are introduced to more complex rhetorical techniques such as subplots, multiple themes, and multiple settings. A study of drama focuses on sharpening the students' skills of oral interpretation. In the poetry unit, students examine the ballad, the lyric poem, and the epic. Through examination of a broad range of nonfiction material, the students learn about a writer's purpose and subjectivity or objectivity in any given work.

These units integrate skills in reading, writing, speaking/listening, problem solving, and working cooperatively. Composition instruction emphasizes the five modes of discourse as well as creative writing. Grammar, usage, mechanics, and vocabulary are integrated into each unit for the purpose of strengthening skills as needed. All pieces of a student's writing are stored in a Works in Progress folder from which each student selects pieces of writing for his or her writing portfolio. The contents of the portfolio illustrate how each student has grown and improved as a writer throughout the year.

PREREQUISITE

English 8

OPTIONS FOR NEXT COURSE

Enrollment for the next English course should be based on student performance, teacher recommendation, and parent input. The courses available are English, Grade 10 and Honors English, Grade 10.

REQUIRED STUDENT TEXTBOOKS

Elements of Literature, Third Course

Holt Language Handbook

READING SELECTIONS

Works may be selected from the following list.

The ABC Murders, Christie

Acts of Love, Daly

Animal Farm, Orwell

Barrio Boy, Galarza

Boy, Dahl

Canyons, Paulsen

Chicken Soup for the Teenage Soul: 101

Stories of Life, Love & Learning,

Kirberger

Clover, Sanders

A Gathering of Old Men, Gaines

Gentlehands, Kerr

Let the Circle Be Unbroken,

Taylor

Mama Makes Up Her Mind: And

Other Dangers of Southern Living,

White

The Natural, Malamud

October Sky, Hickam

Ordinary People, Guest

The Planet of the Apes, Boulle

Roll of Thunder, Hear My Cry,

Taylor

Romeo and Juliet, Shakespeare

Scorpions, Myers

Shadow of the Dragon, Garland

Shizuko's Daughter, Mori

Someone Is Hiding on Alcatraz Island,

Bunting

Somewhere in the Darkness, Myers

Summer of My German Soldier, Greene

To Destroy You is No Loss: The Odyssey of a

Cambodian Family, Criddle

To Kill a Mockingbird, Lee

Walk Two Moons, Creech

When the Legends Die, Borland

THE OBJECTIVES FOR THE COURSE FOLLOW.

ORAL LANGUAGE

- 9.1 The student will plan, present, and critique dramatic readings of literary selections. (SOL 9.1)**
- E 9.1.1 Use knowledge of literature, rules of language, and personal experience to inform, persuade, create, and entertain, both in oral and written forms.
 - E 9.1.2 Choose literary form for presentation, such as poems, monologues, scenes from plays, or stories. (SOL 9.1a)
 - E 9.1.3 Communicate understanding of literature by restating, paraphrasing, and reading aloud.
 - E 9.1.4 Adapt presentation techniques to fit literary form. (SOL 9.1b)
 - E 9.1.5 Use verbal and nonverbal techniques for presentation. (SOL 9.1c)
 - E 9.1.6 Evaluate impact of presentation. (SOL 9.1d)
- 9.2 The student will make planned oral presentations. (SOL 9.2)**
- E 9.2.1 Choose a topic of interest to the presenter and the audience.
 - E 9.2.2 Include definitions to increase clarity. (SOL 9.2a)
 - E 9.2.3 Use relevant details to support main ideas. (SOL 9.2b)
 - E 9.2.4 Illustrate main ideas through anecdotes and examples. (SOL 9.2c)
 - E 9.2.5 Use chalkboard, charts, and/or overhead projector to support presentation.
 - E 9.2.6 Cite information sources. (SOL 9.2d)
 - E 9.2.7 Make impromptu responses to questions about presentations. (SOL 9.2e)
 - E 9.2.8 Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. (SOL 9.2f)
- 9.3 The student will participate in planned discussions.**
- E 9.3.1 Clarify or justify thoughts with factual information from text or source.
 - E 9.3.2 Demonstrate a level of preparedness by using notes from a source to justify opinions.
 - E 9.3.3 Demonstrate the ability to stay on the topic.
- 9.4 The student will demonstrate responsibility for individual and group learning activities.**
- E 9.4.1 Participate actively in the group by carrying out a specific role (e.g., facilitator, recorder, group spokesperson, vocabulary builder, and timekeeper).
 - E 9.4.2 Explain the functions of each of the roles in a group.
 - E 9.4.3 Practice each of the roles in some type of rotating order.
 - E 9.4.4 Contribute to group members' mastery of the information.
 - E 9.4.5 Demonstrate the ability accept alternative ideas.
 - E 9.4.6 Demonstrate the ability to stay on the task.
 - E 9.4.7 Analyze body language and tone of voice.
 - E 9.4.8 Demonstrate effective listening skills.
 - E 9.4.9 Exhibit sensitivity to different ideas and opinions among people.

READING ANALYSIS

- 9.5 The student will improve reading comprehension by expanding vocabulary.**
- E 9.5.1 Analyze the difference between the denotation and connotation of words.
 - E 9.5.2 Use knowledge of roots, prefixes, and suffixes to determine meaning of unfamiliar words.
 - E 9.5.3 Develop a list of prefixes and common roots from words found in newspapers and magazines.
 - E 9.5.4 Categorize words into synonym clusters.
 - E 9.5.5 Use prefixes, suffixes, and roots of words to determine word meaning.
 - E 9.5.6 Expand vocabulary using literary terms to describe and discuss genres.
 - E 9.5.7 Determine the meaning of unfamiliar words by using structural and contextual clues.
 - E 9.5.8 Analyze the word choice used by an author in a particular selection.
- 9.6 The student will apply problem solving and critical thinking to literature study.**
- E 9.6.1 Analyze information and reach conclusions by making inferences.
 - E 9.6.2 Identify cause and effect relationships.
 - E 9.6.3 Differentiate between specifics and generalizations.
 - E 9.6.4 Analyze similarities and differences.
- 9.7 The student will read and analyze a variety of literature. (SOL 9.3)**
- E 9.7.1 Identify format, text structure, and main idea. (SOL 9.3a)
 - E 9.7.2 Identify the characteristics that distinguish literary forms. (SOL 9.3b)

- E 9.7.3 Use literary terms in describing and analyzing selections. (SOL 9.3c)
 - E 9.7.4 Develop a specialized vocabulary related to the study of literature.
 - E 9.7.5 Explain the relationships between and among elements of literature: character, plot, setting, tone, point of view, and theme. (SOL 9.3d)
 - E 9.7.6 Identify themes in literature that connect to today's world.
 - E 9.7.7 Explain the relationship between author's style and literary effect. (SOL 9.3e)
 - E 9.7.8 Describe the use of images and sounds to elicit the reader's emotions. (SOL 9.3f)
 - E 9.7.9 Explain the influence of historical context on the form, style, and point of view of a written work. (SOL 9.3g)
 - E 9.7.10 Explain how the author's word choice affects the tone of a poem.
 - E 9.7.11 Compare and contrast the works of two poets.
 - E 9.7.12 Read at least two books a grading period. (How to books, self help books, biography, autobiography, history, puzzles, plays, short stories, travel, gardening, cooking, business, and career books.)
 - E 9.7.13 Locate a review of a book independently read.
- 9.8 The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials, including journals, essays, speeches, biographies, and autobiographies. (SOL 9.4)**
- E 9.8.1 Identify a position/argument to be confirmed, disproved, or modified. (SOL 9.4a)
 - E 9.8.2 Evaluate clarity and accuracy of information. (SOL 9.4b)
 - E 9.8.3 Synthesize information from sources and apply it in written and oral presentations. (SOL 9.4c)
 - E 9.8.4 Identify questions not answered by a selected text. (SOL 9.4d)
 - E 9.8.5 Read and follow instructions to install and use computer software, assemble or construct models or equipment, or complete a project.
 - E 9.8.6 Extend general and specialized vocabulary through speaking, reading, and writing. (SOL 9.4e)
 - E 9.8.7 Read and follow instructions to complete an assigned project or task. (SOL 9.4f)
 - E 9.8.8 Read and analyze personal essays.
 - E 9.8.9 Read and analyze reports on people and events.
 - E 9.8.10 Read, analyze, and evaluate biographies and autobiographies.
 - E 9.8.11 Analyze the purpose of an episode from an autobiography.
- 9.9 The student will read dramatic selections. (SOL 9.5)**
- E 9.9.1 Identify the two basic parts of drama: staging and scripting. (SOL 9.5a)
 - E 9.9.2 Compare and contrast the elements of character, setting, plot, and resolution in one-act plays and full-length plays. (SOL 9.5b)
 - E 9.9.3 Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme. (SOL 9.5c)
 - E 9.9.4 Describe the conflict, plot, climax, and resolution of one-act and full-length plays.
- WRITING**
- 9.10 The student will use the writing process: prewriting, writing, revising, editing, and publishing.**
- E 9.10.1 Generate, gather, and organize ideas for writing. (SOL 9.6a)
 - E 9.10.2 Plan and organize writing to address a specific audience and purpose. (SOL 9.6b)
 - E 9.10.3 Communicate clearly the purpose of the writing. (SOL 9.6c)
 - E 9.10.4 Write clear, varied sentences. (SOL 9.6d)
 - E 9.10.5 Use specific vocabulary and information. (SOL 9.6e)
 - E 9.10.6 Arrange paragraphs into a logical progression. (SOL 9.6f)
 - E 9.10.7 Revise writing for clarity. (SOL 9.6g)
 - E 9.10.8 Use reflection strategies to revise writing.
 - E 9.10.9 Differentiate between formal and informal English and appropriate strategies for the use of each.
 - E 9.10.10 Revise writing to achieve an effective balance of specificity and generalization.
 - E 9.10.11 Use available technology.
 - E 9.10.12 Maintain a Works in Progress folder.
 - E 9.10.13 Maintain a writing portfolio.
- 9.11 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain. (SOL 9.6)**
- E 9.11.1 Write a multi-paragraph essay explaining a process or a device.

- E 9.11.2 Write a narrative that includes setting, character, dialogue, and action.
- E 9.11.3 Write a short script.
- E 9.11.4 Write a multi-paragraph essay analyzing one aspect of a dramatic selection.
- E 9.11.5 Write a multi-paragraph essay comparing and contrasting plot development in two short stories.
- E 9.11.6 Write a letter of inquiry.
- E 9.11.7 Keep a log of expressive writing.
- E 9.11.8 Use one or more log entries to develop a creative piece of writing.
- E 9.11.9 Proofread and prepare final product for intended audience and purpose. (SOL 9.6h)
- 9.12 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. (SOL 9.7)**
- E 9.12.1 Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective. (SOL 9.7a)
- E 9.12.2 Use parallel structures across sentences and paragraphs. (SOL 9.7b)
- E 9.12.3 Use appositives, main clauses, and subordinate clauses. (SOL 9.7c)
- E 9.12.4 Use active and passive voice appropriately.
- E 9.12.5 Demonstrate mastery of punctuation rules to include commas and quotation marks in dialogue, for nouns of address, for nonessential phrases and clauses, and for parenthetical elements (e.g. appositives).
- E 9.12.6 Use a handbook as a reference tool.
- E 9.12.7 Proofread to evaluate and revise his or her own text and the written work of others to eliminate sentence fragments and run-on sentences.
- E 9.12.8 Use appropriate placement of modifiers.
- E 9.12.9 Differentiate between slang, colloquial expressions, and standard English.
- E 9.12.10 Use correctly the dash, hyphen, colon, semicolon, and parenthesis.
- E 9.12.11 Master the use of correct pronoun case and agreement of pronoun with antecedent in gender and number.
- E 9.12.12 Paragraph and punctuate dialogue correctly.
- E 9.12.13 Use commas and semicolons to distinguish and divide main and subordinate clauses. (SOL 9.7d)

RESEARCH

- 9.13 The student will credit the sources of both quoted and paraphrased ideas. (SOL 9.8)**
- E 9.13.1 Define the meaning and consequences of plagiarism. (SOL 9.8a)
- E 9.13.2 Distinguish one's own ideas from information created or discovered by others. (SOL 9.8b)
- E 9.13.3 Use a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for citing sources. (9.8c)
- E 9.13.4 Examine a variety of style sheets and discuss their uses.
- E 9.13.5 Use print and non-print resources (books, magazines, news articles, films, radio and television programs, recordings, surveys, and interviews) to collaborate on an informal research project.
- E 9.13.6 Research and write short reports on a variety of careers.
- E 9.13.7 Incorporate a minimum of two quotations, one short and one long, into a research report.
- 9.14 The student will use print, electronic databases, and online resources to access information. (SOL 9.9)**
- E 9.14.1 Identify key terms specific to research tools and processes. (SOL 9.9a)
- E 9.14.2 Narrow the focus of a search. (SOL 9.9b)
- E 9.14.3 Scan and select resources. (SOL 9.9c)
- E 9.14.4 Distinguish between reliable and questionable Internet sources and apply responsible use of technology. (SOL 9.9d)
- 9.15 The student will write two short 750-1000 word research papers using more than four sources including two non-print media sources.**
- E 9.15.1 Select and narrow a topic on a student's vocational choice.
- E 9.15.2 Select and narrow a topic for a collaborative research paper.
- E 9.15.3 Develop a plan for the research paper.
- E 9.15.4 Write a thesis.

- E 9.15.5 Take notes from reference books and other sources of information by paraphrasing and summarizing.
- E 9.15.6 Choose a strategy to help organize ideas (e.g., Venn diagram, outline, other graphic organizers).
- E 9.15.7 Use quotations from more than four sources.
- E 9.15.8 Use statistics that support the thesis.
- E 9.15.9 Construct a body for the research paper.
- E 9.15.10 Develop a conclusion.
- E 9.15.11 Develop a bibliography that credits all the sources used to write the research paper.
- E 9.15.12 Revise and edit the paper.



VIRGINIA BEACH CITY PUBLIC SCHOOLS

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DEPARTMENT OF CURRICULUM AND INSTRUCTION

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