Department of Teaching & Learning
Parent/Student Course Information

Core English Grade 9
(LA1130)

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 TEXTBOOK
Holt McDougal Literature, 9
Write Source Recharged Online Access

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

9TH GRADE VIRGINIA BEACH STANDARDS AND OBJECTIVES
ENGLISH LANGUAGE ARTS

COMMUNICATION: SPEAKING, LISTENING, AND MEDIA LITERACY

9.1   The student will participate in small-group learning activities. (SOL 9.1)
9.1.1   Give and follow spoken directions to perform specific tasks, answer questions, or solve problems. (SOL 9.1i)
9.1.2   Use a variety of strategies to listen actively. (SOL 9.1j)
9.1.3   Summarize and evaluate information presented orally by others. (SOL 9.1k)
9.1.4   Assume shared responsibility for collaborative work. (SOL 9.1l)
9.1.5   Contribute to group members' mastery of the information.
9.1.6   Participate actively in the group by carrying out a specific role (e.g., facilitator, recorder, group spokesperson, vocabulary builder, and timekeeper).
9.1.7   Clarify or justify ideas with evidence from literary or informational texts.
9.1.8   Demonstrate a level of preparedness by using notes from a source to justify opinions.
9.1.9   Present dissenting opinions in acceptable ways.

9.2   The student will make planned oral presentations independently and within small groups. (SOL 9.1)
9.2.1   Plan an organizational structure for an individual presentation.
9.2.2   Include definitions to increase clarity. (SOL 9.1a)
9.2.3   Use relevant details to support main ideas. (SOL 9.1b)
9.2.4   Illustrate main ideas through anecdotes and examples. (SOL 9.1c)
9.2.5   Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. (SOL 9.1d)
9.2.6   Use verbal and nonverbal techniques for presentation. (SOL 9.1e)
9.2.7   Select and use presentation technology appropriately.
9.2.8   Evaluate impact and purpose of presentation. (SOL 9.1f)
9.2.9   Credit information sources. (SOL 9.1g)
9.2.10   Give impromptu responses to questions about presentation. (SOL 9.1h)

9.3   The student will produce, analyze, and evaluate auditory, visual, and written media messages. (SOL 9.2)
9.3.1   Analyze and interpret special effects used in media messages including television, film, and Internet. (SOL 9.2a)
9.3.2   Determine the purpose of the media message and its effect on the audience. (SOL 9.2b)
9.3.3   Describe possible cause and effect relationships between mass media coverage and public opinion trends. (SOL 9.2b)
9.3.4   Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content. (SOL 9.2b)
9.3.5   Monitor, analyze, and use multiple streams of simultaneous information. (SOL 9.2b)

READING AND RESPONDING TO LITERATURE

9.4   **The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. (SOL 9.3)**

9.4.1   Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. (SOL 9.3a)

9.4.2   Use context, structure, and connotations to determine meanings of words and phrases. (SOL 9.3b)

9.4.3   Discriminate between connotative and denotative meanings and interpret the connotation. (SOL 9.3c)

9.4.4   Identify the meaning of common idioms in texts. (SOL 9.3d)

9.4.5   Identify literary and classical allusions and figurative language in texts. (SOL 9.3e)

9.4.6   Extend general and specialized vocabulary through speaking, reading, and writing. (SOL 9.3f)

9.4.7   Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (SOL 9.3g)

9.5   **The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. (SOL 9.4)**

9.5.1   Use reading strategies to monitor comprehension throughout the reading process. (SOL 9.4m)

9.5.2   Make predictions, develop inferences, draw conclusions, and connect prior knowledge to support reading comprehension. (SOL 9.4l)

9.5.3   Identify author's theme and purpose [format and text structure]. (SOL 9.4a)

9.5.4   Summarize essential supporting details that relate to the theme or main idea. (SOL 9.4b)

9.5.5   Identify the characteristics that distinguish literary forms. (SOL 9.4c)

9.5.6   Use literary terms in describing and analyzing selections. (SOL 9.4d)

9.5.7   Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. (SOL 9.4e)

9.5.8   Analyze the cultural or social function of a literary text. (SOL 9.4g)

9.5.9   Explain the relationship between the author's style and literary effect. (SOL 9.4h)

9.5.10   Explain the influence of historical context on the form, style, and point of view of a written work. (SOL 9.4i)

9.5.11   Compare and contrast author's use of literary elements within a variety of genres. (SOL 9.4j)

9.5.12   Analyze how an author's specific word choices and syntax achieve effects, develop tone, and support the author's purpose. (SOL 9.4k)

9.5.13   Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion. (SOL 9.4f)

9.6   **The student will read and analyze a variety of nonfiction texts. (SOL 9.5)**

9.6.1   Use reading strategies to monitor comprehension throughout the reading process. (SOL 9.5k)

9.6.2   Draw conclusions and make inferences on explicit and implied information using textual support as evidence. (SOL 9.5h)

9.6.3   Summarize essential supporting details that relate to the main idea (SOL 9.5b)

9.6.4   Analyze and synthesize information in order to solve problems, answer questions, or complete a task. (SOL 9.5g)

9.6.5   Identify characteristics of expository, technical, and persuasive texts, including multimedia sources. (SOL 9.5d)

9.6.6   Understand the purpose of text structures and use those features/patterns of development to locate information and gain meaning from texts. (SOL 9.5c)

9.6.7   Differentiate between fact and opinion. (SOL 9.5i)

9.6.8   Explain how an author's intended purpose for writing extends to the main idea. (SOL 9.5a)

9.6.9   Identify positions and arguments to be confirmed, disproved, or modified. (SOL 9.5e)

9.6.10   Organize and synthesize information from sources for use in written and oral presentations. (SOL 9.5j)

9.6.11   Evaluate the validity, accuracy, and credibility, including from multimedia sources. (SOL 9.5f)

9.6.12   Compare the treatment of a given subject across various accounts of a subject told in different mediums (e.g., a personal essay in both print and multimedia), determining which details are emphasized in each account.

WRITTEN COMMUNICATION

9.7   **The student will convey complex ideas through a variety of forms (narrative, expository, and persuasive writings) for a variety of audiences and purposes. (SOL 9.6)**

9.7.1   Plan and organize writing for an intended audience and purpose. (SOL 9.6)

9.7.2   Use prewriting techniques to generate ideas and support for writing. (SOL 9.6a)

9.7.3   Select and use graphic organizers appropriately to plan for and organize writing. (SOL 9.6a)

9.7.4   Select an organizational pattern appropriate to the purpose and audience. (SOL 9.6b)

9.7.5   Compose effective introductions that communicate a clear purpose for writing and include a thesis statement where appropriate. (SOL 9.6c)

9.7.6   Compose effective conclusions.

9.7.7   Employ effective paragraphing techniques to structure and support main ideas.
9.7.8   Arrange paragraphs into a logical progression. (SOL 9.6f)
9.7.9   Use transitions to link ideas within and across paragraphs. (SOL 9.6g)
9.7.10   Write clear, varied sentences using specific vocabulary and information. (SOL 9.6d)
9.7.11   Provide support effectively and accurately through ideas through the inclusion of relevant examples, illustrations, and details.
9.7.12   Elaborate ideas clearly through word choice and vivid description. (SOL 9.6e)
9.7.13   Revise writing for clarity and for relevancy, accuracy, and depth of content. (SOL 9.6h)
9.7.14   Proofread and edit final product for intended audience and purpose.
9.7.15   Use a Works in Progress (WIP) folder to compose and strengthen writing in various stages of development.
9.7.16   Use reflection as a tool to document growth as a writer and to self-evaluate process and product.
9.7.17   Publish a writing portfolio that emphasizes the writer's growth, illustrates examples of learning experiences, and showcases best work.
9.7.18   Use technology to plan, compose, revise, edit, and publish writing. (SOL 9.6i)
9.8.19   Adapt written work to include media images and external links when appropriate.

9.8   The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. (SOL 9.7)
9.8.1   Improve sentence variety by applying knowledge of sentence parts, including subject/verb, direct/indirect object, predicate nominative/predicate adjective, and coordinating conjunctions. (SOL 9.7a)
9.8.2   Use parallel structures across sentences and paragraphs. (SOL 9.7b)
9.8.3   Use appositives, main clauses, and subordinate (adverb) clauses. (SOL 9.7c)
9.8.4   Use commas and semi-colons accurately to distinguish and divide main and subordinate clauses. (SOL 9.7d)
9.8.5   Distinguish between active and passive voice. (SOL 9.7e)
9.8.6   Avoid common sentence faults: fragments, run-on (fused) sentences, and comma splices.
9.8.7   Employ accurate pronoun reference.
9.8.8   Apply rules governing subject-verb agreement.
9.8.9   Edit writing to conform to the guidelines in a style manual/handbook and is appropriate to the type, purpose, and intended audience for writing. (SOL 9.7f)

RESEARCH

9.9   The student will use print, electronic databases, online resources, and other media to access information to create a research product. (SOL 9.8)
9.9.1   Use technology as a tool for research to organize, evaluate, and communicate information independently and collaboratively. (SOL 9.8a)
9.9.2   Narrow the focus of a search. (SOL 9.8b)
9.9.3   Utilize a plan for the research. (e.g., Venn diagram, outline, other graphic organizers).
9.9.4   Find, evaluate, and select appropriate sources to access information and answer questions. (SOL 9.8c)
9.9.5   Verify the validity and accuracy of all information. (SOL 9.8d)
9.9.6   Make sense of information gathered from diverse sources by identifying misconceptions, main   and supporting   ideas, conflicting information, point of view or bias. (SOL 9.8e)
9.9.7   Credit the sources of quoted, paraphrased, and summarized ideas. (SOL 9.8f)
9.9.8   Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). (SOL 9.8g)
9.9.9   Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for   gathering and using information. (SOL 9.8h)

Notice of Non-Discrimination Policy
Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 4-6, 4-43, 5-7, 5-19, 5-20, 5-44, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 4-6.1, 4-43.1, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials and extracurricular activities.

To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

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VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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