



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Department of Teaching & Learning
Parent/Student Course Information

Honors English Grade 9
(LA1132)

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 Honors English 9 course focuses on developing the students' critical and analytical language skills. The students' year begins with the portfolio overview and a literary genres overview. As the students examine the elements of narration, they review the elements of plot, setting, characterization, tone, theme, and point of view in short stories and novels. In addition, they gain an understanding of attitude, tone, and perspective. During the study of nonfiction, the students analyze various forms including essays, reports, biographies, and autobiographies. In addition, they learn to distinguish between subjective and objective writing. As they study satire, the students learn to distinguish the characteristics of various types of satire and the fact that satire can cross genres.

While studying poetry, students examine the ways writers use the elements and devices of poetry to create a literary effect. Students are thoroughly immersed in the language of poetry as they read, discuss and analyze poems. As the students progress through the last unit, they read plays from the three stages in the development of drama (Greek, Elizabethan, and Modern). During the reading of the plays, students study theatrical conventions, sharpen their skills in oral interpretation, justify their personal responses to the work, develop a specialized vocabulary related to the study of drama, and collaborate on an informal research project.

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

Advanced English 8 or English 8 and teacher recommendation

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 (Handbook by request)

READING SELECTIONS

Alas, Babylon, Frank

Friday Night Lights, Bissinger

October Sky, Hickam

Arms and the Man, Shaw

Great Expectations, Dickens

Our Town, Wilder

Cold Sassy Tree, Burns

The House on Mango Street, Cisneros

Romeo and Juliet, Shakespeare

The Curious Incident of the Dog in the Night Time,

Haddon

The Little Prince, De Saint Exupery

A Midsummer Night's Dream, Shakespeare

This Boy's Life: A Memoir, Wolff

Twelfth Night, Shakespeare

Dust Tracks on a Road, Hurston

Murder on the Orient Express, Christie

Walk Two Moons, Creech

Ellen Foster, Gibbons Nicholas and Alexandra,

Massey

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.

WRITING

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)

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For further information please call (757) 263-1070.

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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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