

text	<p>concrete evidence</p> <ul style="list-style-type: none"> • Construct a thesis that presents an educated argument and connects thematic ideas
<p>Speaking:</p> <ul style="list-style-type: none"> • Logically support perspectives & judgments with convincing evidence • Deliver well-planned presentations 	<p>Grammar Conventions:</p> <ul style="list-style-type: none"> • Sophisticated use of varied sentence types • Consistent use of parallelism to present items in a series • Consistent use of subordination, coordination, apposition to indicate relationship between ideas • Consistent use of correct punctuation, spelling and capitalization

Description of a 9th Grade Honors Student:

- Curricular area is his/her gift or passion – strong, experienced, avid reader
- Interests lie in careers related to curricular area
- Exceptional work ethic, self-motivated
- Masters concepts quickly; requires fast-paced, rigorous curriculum
- Loves the challenges of complex, critical-thinking problems; can solve them without assistance and can often take them to a higher level without being asked; thrives on “non-routine” problems
- Is inquiry-driven in particular curricular area; asks “Why?” and “What if...?”; wants to know or figure out the theory behind the concept
- Divergent thinker may come up with own problem-solving methods in subject area
- Seeks competitive classroom environment as a medium for critical reading, intensive writing, and thought-provoking discussion of literature
- Keeps a well-organized notebook, takes detailed notes, and works well in cooperative learning groups.

Workload Expectations for a 9th Grade Honors English Student:

- **6-7 major literary works** (i.e novels, autobiographies) **or units** (i.e. poetry, short stories)—being assigned 30-50 pages of reading for each class period
- **2-4 pages of written response to the literary works/units** (individual work depending on the length and involvement of the assignment, project, essay, group project, etc.)
- **3-4 multi-draft essays** --the DWA (response to non-fiction), research, process pieces, and

Students will read 6 literary works

Works Typically Read:

Anthology (short stories / poetry)

Lord of the Flies

Black Boy

Of Mice and Men

The Bean Trees

Romeo and Juliet

The Odyssey

A Tale of Two Cities

Great Expectations

Seminar Set

Sample Essay Prompt:

The Odyssey: Odysseus is frequently described in the epic poem as “the man who is never at a loss.” Discuss how his ability to think his way through adversity is symbolic of man’s intellectual dominance. Concentrate on how his life can be seen as a symbolic representation of mankind’s urge to know, understand, and rule the universe.