

# ENGLISH 9 P

## Readiness Profile & Course Expectations

### Course Description for English 9:

A year long course of literature organized around the central theme of “**The Individual in Society.**” It will include short stories, novels, autobiography, drama, poetry, expository texts, and grammar. We are able to incorporate meaningful class discussions, journal prompts, creative projects, speeches, and theater arts. With an understanding of the fundamentals of literary analysis, students will be able to construct a multi-paragraph essay as well as experiment with essay forms. All freshmen will participate in the District Writing Assessment, which focuses specifically on a persuasive response to a piece of non-fiction text.

*Teachers and core curriculum introduce and prepare students to master the California State Standards for Language Arts. For English-Language Arts standards, please visit the link: <http://www.cde.ca.gov/cdepress/standards-pdfs/english-language-arts.pdf>.*

Students entering English 9 should already have a good understanding of the following concepts:

<b>Reading:</b> <ul style="list-style-type: none"><li>• Comprehension &amp; analysis of grade-level text</li><li>• Exposure to non-fiction, expository text</li><li>• Literary response &amp; analysis</li></ul>	<b>Writing:</b> <ul style="list-style-type: none"><li>• Able to write a process paper (multi paragraph)</li><li>• Develop main ideas with supporting evidence</li></ul>
<b>Speaking:</b> <ul style="list-style-type: none"><li>• Support perspectives &amp; judgments with convincing evidence</li><li>• Deliver presentations</li></ul>	<b>Grammar Conventions:</b> <ul style="list-style-type: none"><li>• Use varied sentence types</li><li>• Use parallelism to present items in a series</li><li>• Use subordination, coordination, apposition to indicate relationship</li></ul>

	<p>between ideas</p> <ul style="list-style-type: none"> <li>• Use correct punctuation, spelling and capitalization</li> </ul>
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**Description of a 9<sup>th</sup> Grade English Student:**

- Interests may lie in other curricular areas
- Hard working, self-motivated
- Accepts challenges, but may need some assistance with complex, critical-thinking and non-routine problems
- Prefers to be shown a problem solving strategy and will learn it and be able to apply it to new problems
- Has the ability to work in large and small cooperative learning groups
- Able to keep a well-organized notebook, and take notes

**Workload Expectations for a 9<sup>th</sup> Grade English Student:**

- **5-6 major literary works** (novels) **or units** (i.e. poetry, short stories)—being assigned 20-40 pages of reading for each class period
- **1-2 pages of written response** (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 in-class / take home drafts.
- **5-10 timed writings**
- **3-4 projects** (group or individual)

Possible Projects:

- Great Depression Research and Speech Project
- *Lord of the Flies* Mask and Theme Project
- *Black Boy* Current Events / Creative Response Project
- Romeo and Juliet Acting Group

- Students will develop critical thinking skills based on teacher modeling and will apply them to assignments independently and in cooperative, learning groups.

## **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*