

MORENO VALLEY HIGH SCHOOL LANGUAGE ARTS 9 CURRICULUM

Course Title: Language Arts 9 Course Number: 1001

Department: English/Language Arts ADS Number: 1001

Prerequisites: None

Length of Course: Year long Credit/PRI Area: .5 credit per semester Grade Level(s): 9

COURSE DESCRIPTION

English 9 is a seminar-based course that incorporates all Humanities: Philosophy, religion, history, literature, language, and fine arts in a study of the great world thinkers, writers, playwrights, and artists. Daily/weekly readings, conversations, formal and informal writing assignments guide the class during the understanding/examination of seminar topics. Basic language conventions such as grammar, editing skills, and vocabulary are given attention as a basis for active concise communication – oral and written. Descriptive and narrative essays, and short stories in which characterization is the major component, comprise the writing focus of English 9.

SYLLABUS

- I. The Short Story – Reading short stories examining plotline, characterization, theme, symbol, setting, tone, style, and point of view. Students write short stories focusing on one of the above as well as papers analyzing the story or one of its aspects. Presentations of their stories are part of the unit requirement. Outside readings and seminars are included in this unit.
- II. The Novel – Student’s read and study in-depth a novel from the list in class. The novel and outside readings are discussed and papers are due on topics that the discussion and the novel itself inspire. One seminar takes place in this unit.
- III. Poetry – The poem as a movement within our society. Students study the structure of poetry and literary devices. They learn to recognize these devices and write a TEM paper in which these devices are identified and state the effect on the reader and the meaning within the poem. This is a precursor to AP and SAT essay writing. A poetry project and presentation to the class is part of this section. Seminars.
- IV. The Play (is the thing) – Students read Shakespeare aloud in class questioning the reading and the character’s motivation. The poetry of Shakespeare’s writing is stressed and TEM papers are written. Two student performances are part of this unit in which a group performs lines from the play and each student must memorize an individual monologue.
- V. The Novel – Another novel is studied – same as above.
- VI. Speech – Students are required to write and deliver a narrative and descriptive essay/speech that is a minimum of 5 minutes long. Considerable class time is given to examining the components of a good speech, editing, gestures, note cards, visual aids, professionalism, eye contact and preparedness.
- VII. The Short Story Redux – same as above – a chance for students to write more on their own – creative writing. Peer editing and Plot is stressed in this final unit.

STRATEGIES:

Socratic Practice
Individual Writing Conferences
Plentiful Instruction and Feedback on formal writings
Didactic Instruction in grammar, language, and usage as necessary
Public speaking and presentation

ASSESSMENTS

- **Forced Choice Items** – multiple choice tests, true/false, fill-in-the-blank, matching.
- **Essay Questions**
- **Performance Tasks** – TEM papers, poetry, discussion, speeches, presentations etc.
- **Socratic Seminar Rubric** – The framework of the rubric is listed below:
 1. **ACADEMIC SKILLS** – Textual understanding; speaking; listening; knowing how to learn; critical thinking
 2. **SOCIAL SKILLS** – Teamwork; Sensitivity/Good manners
 3. **PERSONAL SKILLS** – Honesty and integrity; Willingness to accept criticism; Responsibility and initiative
- **Teacher Observation** – Group participation and skill development
- **Student Self-Assessment** – Students reflect on what they learned, strengths and weaknesses, and goal setting

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Lord of the Flies by William Golding

Siddhartha by Herman Hesse

Bless Me Ultima by Rudolfo Anaya

Of Mice and Men by John Steinbeck

(Other novels to be determined)

Shakespeare: *Macbeth*; *A Mid Summer Night's Dream*

Textbooks:

- *Themes in World Literature – Good and Evil*
- *Mapping the Future*
- *The Bedford Reader*

SUGGESTED TITLES/AUTHORS WEB SITES

<http://rinkworks.com/brainfood/practical.shtml>

<http://www.mycoted.com/creativity/puzzles/puzzles.php>

<http://eluzions.com/Puzzles/Lateral/>

<http://www.puzz.com/sudokus.html>

<http://www.puzz.com/kimsriddles.html>

http://www.edhelper.com/logic_puzzles.htm

<http://www.wikipedia.com>

<http://www.Bartleby.com>

<http://www.LitVillage.com>

<http://www.pbs.org>

<http://www.shakespeare.org.uk>

<http://www.shakespeare.com>

http://jade.ccccd.edu/jmiller/English_2342_Resource_Links.htm

SEMINAR PIECES OR THEMES

Phaedrus by Plato, *Meno*, *Parable of the Cave*, *Laches*, *The Training of Youth*, *I Strike Quickly*, others TBA

STRAND I: READING AND LISTENING FOR COMPREHENSION

CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

A. BENCHMARK: Listen to, read, react to, and analyze information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	<ol style="list-style-type: none">1. Narrate experiences that offer:<ul style="list-style-type: none">• scenes and incidents located effectively in time and place• impressions of being in a setting and a sense of engagement in the events occurring• appreciation for the significance of the account a sense of the narrator's personal voice2. Instruct an audience in how to perform a specific operation or procedure by:<ul style="list-style-type: none">• considering the audience's degree of knowledge or understanding• providing complete and accurate information• using visuals and media to make effective presentations and products• using layout and design elements to enhance presentations and products3. Form and refine a question for investigation using a topic of personal choice and answer that question by:<ul style="list-style-type: none">• deciding upon and using appropriate methods (e.g., interviews with experts, observations, finding print and non-print sources, using interactive technology and media)• prioritizing and organizing information• incorporating effective media and technology to inform or explain• reporting in an appropriate form for a specified audience	<ol style="list-style-type: none">1. After reading and studying the plotline and literary devices of short stories and novels students: Write journal responses, short stories in which the setting and/or voice is stressed.2. Write and perform a 6 minute informative speech in which the following components are required: Visuals including but not limited to one of the following properly annotated – internet, email, CD-ROM, on-line publications, digital images and video.3. Research project, in which the student the student must pose their question for approval to the teacher, decide on methodology, compile and organize information, use media and technology to write essay and take photos and or take video, edit and make final 10 minute presentation.

STRAND I: READING AND LISTENING FOR COMPREHENSION

CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

B. BENCHMARK: Synthesize and evaluate information to solve problems across the curriculum

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	1. Use a variety of techniques for researching topics including: <ul style="list-style-type: none"> • cross-referencing while gathering information • summarizing dialogue • using news sources (e.g., newspapers, magazines, TV, radio, videotapes, Internet, email, government publications, microfiche, other library resources) 2. Synthesize a variety of types of visual information including pictures and symbols.	1. Research project in which the student the student must pose their question for approval to the teacher. <ul style="list-style-type: none"> • Decide on methodology • Compile and organize information from a variety of sources including newspapers, magazines TV video, internet, email, gov. publications, and other library sources 2. Use media and technology to write essay and take photos and or take video, edit, and make final 10 minute presentation.

STRAND I: READING AND LISTENING FOR COMPREHENSION
CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

C. BENCHMARK: Demonstrate critical thinking skills to evaluate information and solve problems

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	1. Examine texts for arguments and develop informed opinions by: <ul style="list-style-type: none"> • examining relevant reason and evidence • noting the progression of ideas that substantiate the proposal • analyzing the style, tone, and use of language for a particular effect • identifying and analyzing personal, social, historical, or cultural influences, contexts, or biases • identifying and analyzing rhetorical strategies that support proposals 2. Support informed opinions by providing relevant and convincing reasons, using various types of evidence, language, and organizational structure, and demonstrating an awareness of possible questions, concerns, or counter-arguments. 3. Create and use criteria to evaluate the effectiveness of communication. 4. Represent abstract information (e.g., concepts, generalizations) as explicit mental pictures.	1. Read texts for seminar. Work texts, marking for vocabulary, ideas that are difficult to understand, questions student have and want to bring to the class, and questions for seminar. Discuss and /or seminar. <ul style="list-style-type: none"> • Read stories and poetry for tone, style, diction, work up texts for TEM paper. Write and /or discuss/seminar/ • Read/write about historical, cultural influences on author. Make time maps or video in which this is explored. 2. Seminar on questions they bring to the table on difficult readings based on evidence found within the reading as well as evidence the student finds outside of the classroom. Consensus is not necessary. 3. Student makes a rubric to be used as a tool to evaluate their own work in the classroom. 4. Papers written with adjunct illustrations using both artwork and technology.

STRAND I: READING AND LISTENING FOR COMPREHENSION
CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

D. BENCHMARK: Apply knowledge of reading process to evaluate print, non-print, and technology-based information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	1. Explain meaning, describe processes, and answer research questions to inform others by: <ul style="list-style-type: none"> • demonstrating the ability to read and listen to explanatory texts using appropriate preparation, engagement, and reflection • demonstrating comprehension of major ideas • summarizing major steps • determining accuracy and clarity of the selection 2. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of literary forms. 3. Accurately interpret information from and detect inconsistencies in a variety of informational, literary, and technical texts. 4. Scan reading selections to determine whether a text contains relevant information. 5. Use discussion with peers as a way of understanding information. 6. Effectively use a variety of interactive technologies to enhance understanding of reading selections (e.g., internet, email, CD-ROM, on-line publications, digital images, video).	1. Research project: <ul style="list-style-type: none"> • Separate relevant from irrelevant information • Organize relevant material into major categories • Summarize material • Write and edit 2. Read, watch and absorb and increasingly difficult and wide range of literary forms. Respond in a variety of ways including but not limited to: written, discussion, seminar, question, video, games, etc. 3. Find the inconsistency in a group of informational, literary and technical texts when presented as a game to be played as a team. 4. Scan texts to determine if it has relevant information. If not, edit. 5. Discuss and seminar. 6. Use CD-ROM, internet, online publications, digital images, video and email whenever relevant to enhance understanding of reading selections.

STRAND II: WRITING AND SPEAKING FOR EXPRESSION

CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.

A. BENCHMARK: Communicate information in a coherent and persuasive manner using verbal and non-verbal language

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	1. Evaluate personal effectiveness in group discussions and make corrections as necessary. 2. Ask questions to broaden and enrich discussions. 3. Express an informed opinion that clearly states a personal view, is logical and coherent, and engages the reader's interest. 4. Support an informed opinion by using appropriate language, reason, and organizational structure for the audience and purpose.	1. Seminar and observations of seminar as well as reflections of grading of seminar. 2. Grading of questions in seminar as well as feedback in class of discussion. 3. Seminar, discussion, coaching in discussion and seminar questions. 4. Seminar, discussion and coaching.

STRAND II: WRITING AND SPEAKING FOR EXPRESSION**CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.**

B. BENCHMARK: Apply grammatical and language conventions to communicate.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	1. Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, participle), and mechanics of punctuation. 2. Demonstrate understanding of sentence structure (e.g., parallel structure, subordination, proper placement of modifiers), and consistency of verb tense and voice. 3. Demonstrate control of grammar, paragraph and sentence structure, diction, and syntax.	1-3. Grammar exercises as well as editing in writing short stories and essays.

STRAND II: WRITING AND SPEAKING FOR EXPRESSION**CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.**

C. BENCHMARK: Demonstrate competence in the skills and strategies of the writing process to inform and persuade

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	1. Use jargon and/or lingo appropriate for a specific purpose and audience. 2. Use descriptive language to create images in the mind of the audience. 3. Compose written arguments that develop and support informed opinions by: <ul style="list-style-type: none"> • stating a progression of ideas • selecting appropriate style, tone, and use of language for a particular effect • describing and analyzing personal, social, historical, or cultural influences • presenting rhetorical strategies to support the proposal 4. Analyze the origins and meanings of common, learned, and foreign words used frequently in written English.	1. Writing short and reading stories that stress character and language. 2. Writing short and reading stories that stress character and language. 3. Persuasive essay 4. Vocabulary based on foreign words assigned weekly.

STRAND III: LITERATURE AND MEDIA**CONTENT STANDARD 3: STUDENTS WILL USE LITERATURE AND MEDIA TO DEVELOP AN UNDERSTANDING OF PEOPLE, SOCIETIES, AND THE SELF.**

A. BENCHMARK: Use language, literature, and media to understand the role of the individual as a member of many cultures

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	1. Compare words and symbols that express a universal theme and reflect upon personal perspective and response. 2. Analyze the way in which literature and media are related to the themes and issues of their historical context. 3. Respond to a variety of literary works and media (e.g., memoirs, vignettes, narratives, diaries, newspaper, movies) that offer an audience: <ul style="list-style-type: none"> • an understanding of a student's personal reactions • a sense of how the reaction results from careful consideration of the text • an awareness of how personal and cultural influences affect the response 	1. Study the similarity of symbols and sounds from different cultures for the word I, mother and father. 2. Study the history of the story as it is placed in history. How does that influence the story? Example: The Jazz Age – watch old video footage to gain an understanding of the US and the musical influences on our writers. Students respond in journals and discussions. Seminar. 3. Read a variety of texts and media (The Great Gatsby, The Wall Street Crash) that will allow that student to respond to gain an understanding of our country.

STRAND III: LITERATURE AND MEDIA
CONTENT STANDARD 3: STUDENTS WILL USE LITERATURE AND MEDIA TO DEVELOP AN UNDERSTANDING OF PEOPLE, SOCIETIES, AND THE SELF.

B. BENCHMARK: Understand literary elements, concepts, and genres

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	1. Demonstrate an understanding of why certain literary works may be considered classics. 2. Compare and contrast the presentation of similar themes across genres to explain how the selection of genre shapes the theme or topic. 3. Make thematic connections between literary works and contemporary issues. 4. Explain the effects of point of view on the reader's understanding of a literary work.	1. Reading classics. Discussions of language, tone, theme, and literary devices. 2. Read, discuss and seminar pieces from different eras that have similar themes. 3. Journaling, seminars, discussions, about world situations that are similar 4. Change the reader's point of view and see how that affects the understanding of the work or piece. Write short story with a similar or different point of view..