

English 1 Honors

UC/CSU "b" approved/NCAA approved

local honors weight only

Grade Level: 9

Estimated Work Outside of Class: 3 hrs per week

Course Description:

Students placed in this honors course must possess strong skills, desire, and interest in advanced reading and writing. Students will experience greater rigor, depth, and intellectual challenge in reading volume and comprehension, writing expectations (reflections, paragraph/essay prompts, discussions), and workload. Students study different genres with a focus on literary devices and movements, genre format, and the author's purpose. They study vocabulary and grammar to prepare for standardized tests and effective written and oral communication. They will learn to write in a variety of formats (analytical paragraphs, analytical essays, creative writing, on-demand prompts, journal writing, etc.). Students prepare for entry into English 2 Honors.

Prerequisite:

Placement in this course is based on a student's score in reading comprehension on the CCHS placement exam, a writing sample (offered with the placement exam), an 8th-grade course and grade reported on the student's transcript, and an 8th-grade English teacher recommendation.

Recommended Prerequisite Skills:

- Strong interest in reading
- Strong foundational writing skills

Course Grade Categories:

- Assessments: 20%
- Independent Practice: 20%
- Academic Writing: 60%

Major Assessments/Units/Topics:

Semester 1

Unit 1: Short Stories

Essential Questions: How do authors present universal themes/life lessons in their short stories? How does an author's use of literary devices aid in their telling of the story? How and to what extent does an author's life influence their work?

- Assessments: Initial Writing Assessment, Annotations Assessment, Literature Analysis Paragraphs (Claim-Data-Warrant style), Literary Devices Assessments, Creative Writing Assignment
- Possible Texts: "The Pedestrian" by Ray Bradbury, excerpt from *I Know Why The Caged Bird Sings* by Maya Angelou, "The Things They Carried" by Tim O'Brien, "Fish Cheeks" by Amy Tan, "The Chaser" by John Collier, "The White Umbrella"

by Gish Jen, "Indian Education" by Sherman Alexie, and other teacher selected readings.

Unit 2: World Mythology

Essential Questions: In what way does world mythology provide for a deeper understanding of human nature? How does world mythology connect to aspects of modern life and literature?

- Assessments: Annotations Assessment, Socratic Seminars or Dialectical Journals, Narrative Writing (Creative), Mythology Synthesis Essay
- Possible Texts: *Beneath the Moon: Fairy Tales, Myths, and Divine Stories from Around the World* by Yoshi Yoshitani; Hercules, Maui, Pyramus and Thisbe, Isis and Osiris, and other teacher-selected readings

Unit 3: Novel Study

Essential Questions: How does an author use literary devices to develop characters, setting, plot/conflict, and themes in a novel? What effect does the author's style have on the readers? How is an author's worldview seen in a novel?

- Assessments: Dialectical Journals and Socratic Seminars, Final Research Project, On-Demand CDW
- Possible Texts: *The Whale Rider* by Witi Ihimaera

Semester 2

Unit 4: Speculative Fiction/Dystopia Unit

Essential Questions: How does an author create a dystopia? Why does an author create a dystopia? Is dystopia a valid teaching tool? Can humanity learn from dystopias?

- Assessments: Dystopia Analysis Sheets, Socratic Seminars/Dialectical Journals, Dystopia Group Project, Dystopia Synthesis Argument Essay, Movie Review
- Possible Texts: *Fahrenheit 451* by Ray Bradbury, *The Parable of the Sower* by Octavia Butler, *1984* by George Orwell, dystopian short stories, and multimedia texts such as episodes from the *Twilight Zone*

Unit 5: Research Unit: Non-Fiction and/or Poetry

Essential Questions: How does an author use poetic devices to establish tone, mood, themes, and meaning in a poem? How does one poet demonstrate style and themes throughout a large body of work? How do nonfiction pieces contribute to the understanding of other literary genres? How can we analyze nonfiction writing to gain information from it? How do we conduct academic research? How do we synthesize multiple sources on a topic?

- Assessments: Poetry Analysis Sheet, Socratic Seminars/Dialectical Journals, Research Project
- Possible Texts: various poems from Langston Hughes, Robert Frost, Maya Angelou, Edgar Allan Poe, and other poets

Unit 6: Drama: *Romeo and Juliet* & *Cyrano de Bergerac*

Essential Questions: How do playwrights develop characters, setting, plot/conflict, and themes in a play? How do various film adaptations adapt the script of a play?

- Assessments: Dialectical Journals, Socratic Seminars, Literature Analysis Essay, Final Creative Project
- Possible Texts: *Romeo and Juliet* by William Shakespeare, *Cyrano de Bergerac* by Edmond Rostand

Ongoing Study:

- Reading Comprehension
- Vocabulary
- Grammar
- MLA Format
- Research Skills
- Digital Literacies

Independent Reading *Optional

Essential Questions: What are our different motivations and purposes for independent reading and how do we choose books based on this? How do we foster a greater appreciation for reading books?

- Assessments: Book review, metacognitive reflection, and conference