

English 1

UC/CSU "b" approved/NCAA approved

Grade Level: 9

Estimated Work Outside of Class: 2-3 hrs per week
(depending on reading and writing stamina)

Course Description:

English 1 is a yearlong required course for college preparatory ninth-grade students. Students read literary pieces from genres of literature, including novels, short stories, poetry, mythology, non-fiction, and drama, in addition to studying literary techniques and terms. Students continue to build a foundation of basic vocabulary skills and grammar skills for effective oral and written communication. Students also focus on study skills with an emphasis on active reading strategies and basic academic research skills. Students practice creative and expository writing, with an emphasis on the claim, data, and warrant elements in expository paragraphs. Students use these writing skills in the second semester to produce multi-paragraph, thesis-driven expository essays.

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:

None

Course Grade Categories:

- Academic/Formal Writing - 60%
- Tasks/Independent Practice - 20%
- Assessments - 20%

Major Assessments/Units/Topics:

Annotations assessment, claim-data-warrant paragraph writing, literary analysis essay, poetry, drama essay, dialectical journals, persuasion essay, projects, unit assessments, Socratic seminars

Semester 1

Unit 1: Active Reading and Analytical Writing Orientation

An orientation to active reading skills and analytical writing. Students will practice active reading strategies, writing skills (Claim-Data-Warrant Style, Paragraph Format), and technology application.

Possible Texts: "The Pedestrian" by Ray Bradbury, "The White Umbrella" by Gish Jen, and other teacher-selected readings.

Objectives:

- How do active reading skills aid in comprehending texts?

- How is the analytical paragraph similar and different from other paragraph writing (CDW style)?
- How is MLA formatting applied to a published assignment?

Major Assessments:

- Literature Analysis Paragraph (CDW style)
- Annotations Assessment

Unit 2: Short Stories

A close study of the short story genre, including but not limited to: Plot Structure, Literary Devices, and Theme. Students will practice active reading strategies, writing skills (analytical paragraphs), and technology application.

Possible Texts: “A Sound of Thunder” by Ray Bradbury, “Only Daughter” by Sandra Cisneros, “Superman and Me” by Sherman Alexie, “Two Kinds” by Amy Tan, and other teacher-selected readings

Objectives:

- How do authors present universal themes/life lessons in their short stories? How are the same themes/ideas applicable to our own lives?
- How do short stories help us to understand other genres?
- How do the characters' positive and negative personality traits (eg, hubris, loyalty) prove useful in understanding human nature?
- How does society influence one's identity, voice, or perspective?

Major Assessments:

- Process Literature Analysis
- Unit Assessment

Unit 3: Non-Fiction Novel #1

Students read a memoir novel. Students are taught about the different forms of nonfiction and also learn how to tailor their active reading strategies to analyze nonfiction works.

Possible Memoir Texts: *Night* by Elie Wiesel, *Discovering Wes Moore* by Wes Moore, *I Am Malala* by Malala Yousafzai, *Every Falling Star* by Sungju Lee, *The Girl from Aleppo* by Nujeen Mustafa, and other teacher-selected readings (Teacher Choice)

Objectives:

- How do nonfiction pieces contribute to the understanding of other literary genres?
- How can we analyze nonfiction writing to gain information from it?

Major Assessments:

- Dialectical Journals and Timed Writing
- Unit Assessment

Semester 1 Final: Project-Based Assessment and Writing Component

Semester 2

Unit 4: Novel #2 Unit

A close study of the fictional novel genre, including but not limited to plot structure, literary devices, themes, historical context, and an author's tone and style. Students will practice active reading strategies, writing skills, and technology applications.

Possible texts: *The Hate U Give* by Angie Thomas, *Piecing Me Together* by Renee Watson, and other teacher-selected readings

Objectives:

- How does an author use literary devices to develop characters, setting, plot/conflict?
- What is the purpose of certain literary devices (metaphor, symbol, imagery, irony, etc.)
- What effect does the author's style have on the readers?
- What concepts/themes are developed throughout the novel?
- What concepts/themes are universal and connect to previous units of study (Short Story)? What do we understand about human nature when we study universal themes?
- How is an author's worldview/viewpoint seen in the novel?

Major Assessments:

- Written Assessment: Expository Essay
- Unit Assessment

Unit 5: Poetry (may be incorporated into other units throughout the year as an ongoing study)

Students read and analyze poetic works, spanning odes, lyrical, and traditional forms. Students also have opportunities to write poetry, reinforcing their knowledge of poetic elements that they will gain in this unit.

Objectives:

- How does a poet use literary and poetic devices to develop a theme in a poem?
- How is the poet's worldview/viewpoint seen in the poem?

Major Assessment:

- Written assessment (analysis)

Possible Texts: "Seven Ages of Man" by William Shakespeare, "Road not Taken" by Robert Frost, "We Real Cool" by Gwendolyn Brooks, "My Papa's Waltz" by Theodore Roethke, "Theme for English B" by Langston Hughes, "There's a certain slant of light" by Emily Dickinson, "The Hill We Climb" by Amanda Gorman, or other selected poems

Unit 6: Mythology/Odyssey

A study of prominent figures, morals, conflicts, and philosophies that exist in Greek Mythology. Students will discover the origin of mythological characters and discuss the role of the hero's journey in literature.

Possible Texts: *Odyssey* by Homer, *Perseus*, *Theseus*, *Hercules*, *Pyramus and Thisbe*, *Cupid and Psyche*, and other teacher-selected myths

Objectives:

- How does Greek/Roman mythology affect aspects of modern life (ie: beliefs, values, economics, politics, culture, society, etc.)?
- In what way does Greek/Roman mythology provide for a deeper understanding of human nature?
- What are the positive and negative qualities of a hero (e.g. courage, loyalty, hubris)? How can the model of an epic hero apply to our own lives?

Major Assessments:

- Text-based assessment
- Persuasive Essay

Unit 7: Drama/Tragedy

A close study of the themes, symbols, and writing techniques inherent in Shakespearean plays as well as an analysis of the plot structure and motifs present in tragic drama.

Possible Texts: *Romeo and Juliet* by Shakespeare and other teacher-selected readings

Objectives:

- How does the structure of a drama differ from short stories, novels, and poetry? How do these changes affect our understanding of the "story"?
- What universal themes does Shakespeare illustrate in his play?

Major Assessment:

- Project
- Close Read and Passage Analysis

Semester 2 Final: Writing Based Assessment

Ongoing Study:

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