

WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

Course Title: Occupational Career Preparatory English 9

Course Number: 00008

Suggested Educational Level(s): Grade 9

Suggested Periods Per Week: 5 **Length of Period:** 40-45 minutes

Suggested Length Of Course: 180 days

Units Of Credit (If Appropriate): 1

Date Written: April 15, 2005 **Date Approved:** June 13, 2005

Date Reviewed: April 15, 2005 **Implementation Year:** 2005-2006

Teacher Certification Required: Secondary English, Comprehensive English

Standards Addressed (code):

1.1.11 G	1.3.11 A, B, C, E, F	1.4.11 B and C
1.5.11 A, B, C, D, E, and F		1.6.11 A and D

Relationship to Other Planned Instruction:

Ninth grade students who wish to pursue the Occupational/Career Preparatory Sequence should take this course.

Prerequisites: Successful completion of the Middle Level Curricula.

Special Requirements:

In order to receive credit for this class, the student **MUST** complete each component. Modifications will be made for students with special needs.

Writing Team Members: Char Eggleston, Barbara Lamping, Sue Morris, Marilyn Patterson, Debra Weigel

Textbook Adoption: *Warren Times Observer, Literature for Life and Work* (South-Western Educational Publishing, 1998; ISBN: 0-538-66713-3); *Daybook of Critical Reading & Writing* (Great Source Educational Group, 1999; ISBN: 0-669-46435-X), *Elements of Literature* (Holt, Rinehart & Winston, 2000; ISBN: 0-03-052062-2); *Vocabulary Workshop, Level C* (Sadlier-Oxford, 1996; ISBN: 08215-7109-5)

Standards addressed (code and description):

1.1.11 G	Learning to Read Independently
1.3.11 A, B, C, E, F	Reading, Analyzing and Interpreting Literature
1.4.11 B and C	Types of Writing (Narrative, Informative, and Persuasive)
1.5.11 A, B, C, D, E, F	Quality of Writing
1.6.11 A and D	Speaking and Listening

Course Description

Designed to prepare students for real life language needs, this course provides instruction in practical reading, writing, thinking, and listening skills. Everyday reading materials will be examined. Essential writing types – narrative, informative, and persuasive – will allow students to write with different purposes in mind. Basic elements of literature will be established through the reading of short stories, poetry, a play, and a novel.

Outline of Content Sequence and Recommended Time (weeks or days):

16 weeks	Reading
9 weeks	Writing
3 weeks	Speaking
6 weeks	Vocabulary
2 weeks	Additional time needed at the discretion of the teacher

Course Content, Materials and Reading Assessment Anchors

Writing assignments, reading and class discussions will develop critical thinking and analytical skills.

- I. Reading
(TOTAL TIME: 14-16 weeks – integrated throughout year)

Since students must demonstrate knowledge as stated in the Reading Assessment Anchors, it is important that instruction in these skills, concepts and terms be embedded into teacher unit and lesson plans. Time frames must assure proficiency by March of grade 11, so repetitive inclusion of the Reading Assessment Anchors is crucial.

Reading Assessment Anchors

- R11A.1 Demonstrate the ability to understand and interpret fiction text, including short story; novel excerpt, and poetry, including sonnet and epic, appropriate to grade level.
- R11A1.1 Identify the meaning of vocabulary --synonyms, antonyms, compound words and possessives.
- R11A1.2 Apply word recognition skills --context clues, roots, prefixes, and suffixes.
- R11A1.3 Make inferences and draw conclusions based on text.
- R11A1.4 Identify main idea, relevant details and generalizations.
- R11A1.5 Retell or summarize the major ideas or themes of the text.

Reading Assessment Anchors

R11A.2 Demonstrates the ability to understand and interpret nonfiction text, including informational, e.g. textbooks, print media (magazines, brochures, etc.) , editorials, public documents; autobiography; biography; and essay appropriate to grade level.

R11A.2.1 Identify the meaning of vocabulary from various subject areas.

R11A.2.2 Apply word recognition skills—context clues, roots, prefixes, and suffixes.

R11A.2.3 Make inferences and draw conclusions based on text

R11A.2.4 Identify main ideas, relevant details, and generalizations.

R11A.2.5 Retell or summarize the major points or procedures of the text.

R11A.2.6 Check the validity and accuracy of information obtained from reading by differentiating fact from opinion.

R11A.2.7 Evaluate text organization and content to determine the author's purpose according to the author's thesis and logic, headings, graphics and charts to derive meaning.

R11A.3 Analyze how a writer's use of words creates tone and mood, and how choice of words advances the theme or purpose of a fictional passage.

R11A.3.1 Analyze the uses and effects of dialogue, symbolism and/or word choice as they contribute to the impact of a literary selection.

R11B.1 Analyze the relationships and uses of literary elements.

R11B.1.1 Analyze characters, settings, plots, themes, tone and style in one or more texts.

R11B.2 Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.

R11B.2.1 Figurative Language—simile, metaphor, satire, personification, imagery and irony.

R11B.2.2 Literary Structures—foreshadowing, flashbacks, point of view—first and third person, limited, omniscient.

A. Reading for Life

1. Permits students to understand different types of writing models, which can springboard to writing assignments
2. Promotes life-long reading skills and basic reading and understanding of content
3. Sources
 - a. Warren Times Observer – models of narrative, informative and persuasive writing (classroom set(s) for length of school year)
 - b. Information Literacy Skills – resources available in the library media center will be presented by the Library Media Specialist
 - c. Scope

B. Literature

1. Permits students to identify and understand different types of literary devices as applied to each genre
2. Genre
 - a. Poetry (3 weeks): selected from *Elements of Literature, Third Course; Literature for Life and Work, Book 1; Daybook of Critical Reading and Writing*
 - b. Short Stories – a collection (3 weeks)
(See materials at poetry, above)
 - c. Drama (2 weeks)- *West Side Story*
 - d. Novel – *To Kill a Mockingbird* (4 to 6 weeks)
3. Required Book Readings
 - a. 4 books a year
 - b. Teacher approved, student chosen

II. Grammar

A. Punctuation of introductory structures and compound sentences

B. Possessives

III. Writing Survey

(TOTAL TIME: 9 weeks – preparation for PSSA, integrated into the school year)

A. Review the principles of writing

1. Identify topic, task and audience
2. Establish and maintain a single point of view, controlled by a thesis statement
3. Gather, analyze and organize information
4. Employ appropriate format for purpose and audience
5. Write fully developed paragraphs that have details and information specific to the topic and purpose and relevant to the focus
6. Sustain logical order throughout the piece
7. Include an effective introduction and conclusion
8. Use different types and lengths of sentences
9. Use precise language
10. Use effective transitions
11. Edit using the conventions of language

B. Read, discuss, critique writing models

1. Student scoring of anchor papers, using the PA Writing Assessment Domain Scoring Guide
2. Student scoring of peer papers, using the PA Writing Assessment Domain Scoring Guide

C. Applications of Writing Types

1. Narrative
2. Informative
3. Persuasive

D. Review basic research skills culminating in an informational essay which includes correct parenthetical citations and a Works Cited page in MLA format.

IV. Speaking

(TOTAL TIME: 2 weeks – integrated throughout the year)

- A. Book talks
- B. Demonstration speech (4-6 minutes)

- V. Vocabulary Development
(Total Time: 6 weeks, approximately, integrated throughout the school year)
 - A. 15 vocabulary lessons from Vocabulary Workshop, Level C
 - B. Continued study of vocabulary as encountered in literature.

Summative Assessment:

Each student will plan, write, revise and produce the essays as outlined in this course. After evaluation, each document will be placed in the student's writing portfolio. The PA Writing Assessment Domain Scoring Guide will serve as the district's standard for "satisfactory." The writing portfolio represents a continual summative assessment for students, teachers, parents and administrators to view.

The portfolio is organized evidence documenting, for teacher and student use, the growth, knowledge and skill exhibited in the discipline of Language Arts.

Language Arts Department Philosophy for Grades 6-12

1. Less is more. Teaching a few skills thoroughly is more effective than teaching numerous skills superficially.
2. Students must be held accountable for skills identified at each precise assessment level. Skills must broaden, deepen, and build to avoid repetition.
3. The Language Arts Department recognizes the need for record keeping that travels.
4. A skill may be satisfied at a grade level other than the one designated by the state. The skills are distributed over the grades.
5. Writing, speaking, listening, researching, and reading are processes and must be treated as such in the Language Arts.
6. Skills will be integrated not only across the curriculum but also within the course content.
7. Skills should be practical to the demands of everyday communication.
8. For consistency, students and teachers need to use the published Warren County School District Student Guide for Grades 6-12.