

# WARREN COUNTY SCHOOL DISTRICT

## Planned Instruction

**Course Title:** Academic English 9

**Course Number:** 00009

**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 credit

**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

<b>Standards Addressed (code):</b>	1.1.11	1.2.11	1.3.11
	1.4.11	1.5.11	1.6.11

### Relationship to Other Planned Instruction:

Ninth grade students who wish to pursue the Academic 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.

Modification made for students with special needs.

**Writing Team Members:** Char Eggleston, Barbara Lamping, Carol Livingston, Sue Morris, Marilyn Patterson, Sarah Connolly, Debra Weigel

**Textbook Adoption:** *Measuring Up to the PA Academic Standards* (The People's Publishing Group, Inc., 2001; ISBN: 1-56256-380-7); *Elements of Literature* (Holt, Rinehart & Winston, 2000; ISBN: 0-03-052062-2); *Daybook of Critical Reading & Writing* (Great Source Education Group, 1999; ISBN: 0-669-46435-X); *Vocabulary Workshop, Level C*, (Sadlier-Oxford, 2005, ISBN 0-8215-7108-7)

**Standards addressed (code and description):**

1.1.11	Learning to Read Independently	
1.2.11	Reading Critically in All Content Areas	
1.3.11	Reading, Analyzing and Interpreting Literature	
1.4.11	Types of Writing (Narrative, Informative, and Persuasive	
1.5.11	Quality of Writing	
1.6.11	Speaking and Listening	

**Course Description**

This course is intended for college bound students and provides instruction in narrative, informative and persuasive forms of writing. Writing assignments will be preceded by model readings. The study of genres, themes, character development, and basic literary devices will give each student a foundation for critical reading in future academic courses.

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

17 weeks	Reading
9 weeks	Writing and grammar
	Integrated technology
2 weeks	Speaking
6 weeks	Vocabulary
2 weeks	Additional time needed at the discretion of teacher

## Course Content, Materials, and Reading Assessment Anchors

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

- I. Reading  
(TOTAL TIME: 17 weeks)

**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 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.

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.

## Reading Assessment Anchors

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. Genres

1. Poetry selections- *Elements of Literature, Third Course* and *Daybook of Critical Reading and Writing*

2. Short stories- *Elements of Literature, Third Course*

3. Non-fiction selections- *Elements of Literature, Third Course*

4. Drama

a. *Romeo and Juliet*

b. *West Side Story*

5. Novel- *To Kill a Mockingbird*

### B. Required book readings

1. Eight (8) books a year

2. Teacher approved, student chosen

## II. Grammar

A. Punctuation of introductory and compound structures

B. Possessives

### III. Writing

(TOTAL TIME: 9 weeks)

- 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 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.