

**Novato Unified School District**

**Course Description  
ENGLISH 9 HONORS: HONORS FRESHMAN ENGLISH**

<p><b>Course Title</b> English 9 Honors: Honors Freshman English</p> <p><b>School</b> Novato High School, San Marin High School</p> <p><b>District</b> Novato Unified</p> <p><b>City</b> Novato</p>	<p><b>Department or Discipline</b></p> <p><input type="checkbox"/> History/Social Studies</p> <p><input checked="" type="checkbox"/> English/Language Arts</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Laboratory Science</p> <p><input type="checkbox"/> Language other than English</p> <p><input type="checkbox"/> Visual &amp; Performing Arts (for 2003)</p> <p><input type="checkbox"/> College Preparatory Elective: Subject Area: _____</p>
<p><b>Name of School Contact Person</b> Jan La Torre-Derby</p> <p><b>Title/Position</b> Assistant Superintendent</p> <p><b>Contact Information</b></p> <p><b>Phone:</b> (415) 897-4269</p> <p><b>Fax:</b> (415) 892-1622</p> <p><b>E-mail:</b> jderby@nUSD.marin.k12.ca.us</p>	<p><b>Grade Level(s) for which course is intended</b> <b>9<sup>th</sup></b></p> <p><b>Length of Course</b></p> <p><input type="checkbox"/> Semester      <input checked="" type="checkbox"/> Year      <input type="checkbox"/> Other</p> <p><b>Unit Value</b></p> <p><input type="checkbox"/> 0.5 (half year equivalent)</p> <p><input checked="" type="checkbox"/> 1.0 (one year equivalent)</p> <p><input type="checkbox"/> 2.0 (two year equivalent)</p> <p>Other: _____</p>
<p><b>Date of School Board Approval</b> April 1, 2003</p>	<p><b>Seeking "Honors" distinction?</b></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p><b>Was this course previously approved by UC?</b></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No    If so, in what year? _____ Under what course title? English 9CP Honors</p>	
<p><b>Pre-Requisites</b></p> <p>Completion of eighth grade English and meeting three of the four established board criteria according to Board Policy 6141.5 to qualify for honors English.</p>	
<p><b>Yearlong text:</b>    Prentice Hall, <i>Grammar and Composition</i> (green), or  <i>Warriner's Grammar and Composition</i>, Third Course  <i>Writers Inc.</i>  Bruce Emra, editor, NTC (short story anthology) <i>Coming of Age</i>  William W. West (Allyn and Bacon, Inc) <i>Developing Writing Skills</i>  Holt, Rinehart, Winston, <i>Elements of Literature 3<sup>rd</sup></i>.</p>	
<p>Brief Course Description: This course develops the student's skills in reading, thinking, writing, listening, and speaking through in-depth study of literature in a variety of genres and through researching informational materials. It is based on the California standards for ninth grade Language Arts as set forth in the <i>Reading/Language Arts Framework for California Public Schools</i> (1999).</p> <p>This course is significantly more rigorous and demanding and covers more material in greater depth than English 9. It is highly recommended for those students planning to take the AP test in Literature and Composition or Language and Composition.</p>	

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**COURSE CONTENT**

**A. Course goals and/or major student outcomes**

Students will develop their skills in reading, thinking, writing, listening, and speaking through in-depth study of literature in a variety of genres and through researching informational materials.

**B. Course objectives – specific student learning objectives**

<b>Objectives</b>	<b>Standards</b>
<p>1. Students will read and respond to historically or culturally significant works of literature, analyzing in depth the structural features of various genres; authors’ use of figurative language and complex literary devices; and elements of voice, character, conflict, tone, and theme.</p>	<p>Lang. Arts Gr. 9/10  <b>Reading</b> 3.1-3.5, 3.6-3.12                      Listening/Speaking 1.1, 2.4, 2.5</p>
<p>2. Students will write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument, using clear, precise language. Major essays will include</p> <ul style="list-style-type: none"> <li>• narrative</li> <li>• response to literature</li> <li>• exposition (analysis)</li> <li>• persuasion</li> <li>• business letter</li> </ul>	<p>Lang. Arts Gr. 9/10  <b>Writing</b> 1.1-1.9, 2.1-2.5                      Listening/Speaking 2.1</p>
<p>3. Students will demonstrate understanding of basic principles of research, and library skills, including generating relevant questions, using current technology to find materials, evaluating and organizing material for presentation, and delivering an oral presentation using critical thinking and analysis.</p>	<p>Lang. Arts Gr. 9/10                      Reading 2.1-2.8  <b>Writing</b> 1.3-1.5                      Listening/Speaking 1.3-1.9, 2.2, 2.3, 2.6</p>
<p>4. Students will write and speak with a command of standard English conventions, and they will write using generally accepted manuscript form, and style sheet Modern Language Association (MLA).</p>	<p>Lang. Arts Gr. 9/10  <b>Conventions</b> 1.1-1.2, 1.3, 1.4-1.5</p>
<p>5. Students will develop their personal vocabularies and demonstrate understanding of word meanings (literal, figurative, denotative, connotative) and word origins.</p>	<p>Lang. Arts Gr. 9/10  <b>Reading</b> 1.1-1.3</p>
<p>6. In addition to assigned reading in literature and research, students will read independently in a wide variety of genres and media, to include classical and contemporary literature, magazines, newspapers, and online information. Independent reading.</p>	<p>Lang. Arts Gr. 9/10  <b>Reading</b> 2.0</p>

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<b>C. Course Outlines—Topics / Units / Themes</b>	<b>Sample Activities / Assignments</b>
<p>1) Literature: Themes (e.g., fate, courage, heroism, discovery, prejudice, stereotyping, appearance vs. reality) and genres (play, novel, epic poem)</p> <ul style="list-style-type: none"> <li>• Harper Lee, <i>To Kill A Mockingbird</i></li> <li>• Homer, <i>Odyssey</i> or Dickens, <i>Tale of Two Cities</i> or <i>Great Expectations</i></li> <li>• Shakespeare, <i>Romeo and Juliet</i></li> <li>• Two of the following, including one that shows multiple cultural perspectives (*)               <ul style="list-style-type: none"> <li>Rudolfo Anaya, <i>Bless Me, Ultima</i>*</li> <li>Willa Cather, <i>My Ántonia</i></li> <li>Sandra Cisneros, <i>The House on Mango Street</i>*</li> <li>J. California Cooper, <i>Family</i>*</li> <li>Michael Dorris, <i>The Broken Cord</i>*</li> <li>Ernest Gaines, <i>A Lesson Before Dying</i></li> <li>Kaye Gibbons, <i>Ellen Foster</i></li> <li>William Golding, <i>Lord of the Flies</i></li> <li>Lorraine Hansberry, <i>A Raisin in the Sun</i>*</li> <li>Ernest Hemingway, <i>The Old Man and the Sea</i></li> <li>Barbara Kingsolver, <i>The Bean Trees</i></li> <li>John Knowles, <i>A Separate Peace</i></li> <li>Ella Leffland, <i>Rumors of Peace</i></li> <li>Carson McCullers, <i>The Heart Is a Lonely Hunter</i></li> <li>Toni Morrison, <i>The Bluest Eye</i>*</li> <li>John Steinbeck, <i>Of Mice and Men</i></li> <li>Amy Tan, <i>The Joy Luck Club</i>*</li> </ul> </li> <li>• Selection of short stories (optional)</li> </ul> <p>In addition to in-depth study of theme in each work, the focus is on analysis of structural features of the genre, use of figurative language and literary devices, and elements of voice, character, conflict, tone, irony, and point of view.</p> <p>2) Research project related to literary study (e.g., Elizabethan Age, Renaissance, plague, Great Depression, immigration, race relations)</p>	<p>Reading Discussion In-class writing Unit tests Various class projects and activities</p> <p>Essays 1) narrative 2) response to literature 3) persuasive essay 4) exposition (analysis)</p> <p>Oral presentations 1) narrative 2) response to literature 3) persuasive</p> <p>Direct instruction in research techniques, organization, development, incorporation of quotations, MLA format</p> <p>Discussion Modeling Library research Website analysis Interviewing Outlining Drafting, revising research projects Oral presentation of findings</p>

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<b>Topics / Units / Themes</b>	<b>Sample Activities / Assignments</b>
<p>3) Written and oral communications and media</p> <ul style="list-style-type: none"> <li>• Development of coherent and focused essays showing organization, structure, logic, consistent tone, awareness of audience, precise language, action verbs, appropriate modifiers, and active rather than passive voice</li> <li>• Development of coherent and focused presentations that convey clear and distinct perspectives and reasoning, using gesture, tone, and vocabulary tailored to audience and purpose</li> <li>• Analysis of logic and content in various media</li> </ul>	<p>Direct instruction in organization, technique, and rhetorical strategies to be demonstrated in all writing assignments</p> <p>Business letter</p> <p>Oral presentations</p> <p>1) interview</p> <p>2) description</p> <p>Media analysis: comparison of genres (e.g., book and film versions of <i>To Kill a Mockingbird</i>, or Zefferelli's <i>Romeo and Juliet</i> and <i>West Side Story</i>)</p>
<p>4) Language conventions</p> <ul style="list-style-type: none"> <li>• Grammar, punctuation, usage, especially parts of speech, basic sentence structure (subject/verb/complement/modifiers), agreement (subject/verb, noun/pronoun)</li> <li>• Verb and pronoun usage, phrases and clauses, modification</li> <li>• Manuscript form (pagination, spacing, margins, headers, tabs, fonts)</li> </ul>	<p>Direct instruction</p> <p>Modeling</p> <p>Exercises</p> <p>Group/whole class practice</p> <p>Peer editing</p> <p>Self-assessment and revision</p> <p>Teacher correction and feedback</p>
<p>5) Vocabulary</p> <p>Focus on development of student's personal vocabulary, including understanding of word meanings (literal/figurative, connotative/denotative) and word origins, including terms from Greek, Roman, and Norse mythology</p>	<p>Teacher-generated word lists</p> <p>Student-generated word lists</p> <p>Dictionary use</p> <p>Discussion and practice using words in context</p> <p>Quizzes</p>
<p>6) Independent Reading</p>	

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Topics / Units / Themes	Sample Activities / Assignments
<p><u>Features Distinguishing English 9 Honors from English 9CP</u></p> <p>1) Summer reading and writing assignment</p> <p>2) Additional in-class reading</p> <p>3) Special projects</p>	<p>Two significant works from a teacher-generated list, and an assignment to be submitted the first day of class</p> <p>Examples include such works as <i>The Martian Chronicles</i>, <i>The Taming of the Shrew</i>, an extra novel or play from the English 9 supplemental list, or more short stories</p> <p>Examples include</p> <ul style="list-style-type: none"><li>• Flimibuff—creating a new world after reading <i>Lord of the Flies</i></li><li>• <i>Odyssey</i> theme park</li><li>• Slice and dice—extensive essay/revising project</li><li>• Research/response journal for <i>Bless Me, Ultima</i></li><li>• Student-written short stories</li></ul>

#### **D. Texts and supplemental instructional materials**

- Yearlong text: Prentice Hall, *Grammar and Composition* (green), or  
*Warriner's Grammar and Composition*, Third Course  
*Writers Inc.*  
Bruce Emra, editor, NTC (short story anthology) *Coming of Age*  
William W. West (Allyn and Bacon, Inc) *Developing Writing Skills*  
Holt, Rinehart, Winston, *Elements of Literature 3<sup>rd</sup>*.
- Core reading: Homer, *Odyssey*, or Dickens, *Tale of Two Cities* or *Great Expectations*  
Harper Lee, *To Kill a Mockingbird*  
William Shakespeare, *Romeo and Juliet*
- Extended reading: Rudolfo Anaya, *Bless Me, Ultima*\*  
(teacher's choice of Willa Cather, *My Ántonia*  
two or more texts; Sandra Cisneros, *The House on Mango Street*\*  
one must be multi- California Cooper, *Family*\*  
cultural [\*]) Michael Dorris, *The Broken Cord*\*  
Ernest Gaines, *A Lesson Before Dying*  
Kaye Gibbons, *Ellen Foster*  
William Golding, *Lord of the Flies*  
Lorraine Hansberry, *A Raisin in the Sun*\*  
Ernest Hemingway, *The Old Man and the Sea*  
John Knowles, *A Separate Peace*  
Ella Leffland, *Rumors of Peace*  
Carson McCullers, *The Heart Is a Lonely Hunter*  
Toni Morrison, *The Bluest Eye*\*  
John Steinbeck, *Of Mice and Men*  
Amy Tan, *The Joy Luck Club*\*  
Ray Bradbury, *The Martian Chronicles*  
William Shakespeare, *Taming of the Shrew*

#### **E. Instructional methods and strategies**

- Primary methods/strategies: Lecture  
Discussion  
Modeling  
Group work  
Individual and group oral presentations
- Secondary methods/strategies: Library/media center research  
Reading aloud  
Scene presentations  
Review games and contests  
Videotapes  
Music  
Memorization

#### **F. Assessment methods and/or tools**

- Daily/weekly work (in-class writing, quizzes, class activities, unit tests)  
Major papers and projects  
Comprehensive written semester exams

**G. Assessment criteria**

Rubric scores on major assignments

Objective quizzes and tests

Teachers' professional judgment of quality based on assigned criteria

Portfolio