



Independent School District of Boise City

Accelerated English 9: Course Overview

Students will participate in advanced curriculum enhanced with critical thinking skills, independent study projects, research skills and higher-level writing experiences.

Adopted Text: Allen, Janet, et al., eds. *Literature* (9). Evanston, IL: McDougal Littell, 2008.

Accelerated English 9: Course Scope and Sequence

Quarter 1: Short Story

Essential-Required

Literature:

“The Most Dangerous Game”

“The Scarlet Ibis”

Teacher selected stories

Selected persuasive non fiction (see concepts: persuasive techniques)

Concepts:

Accelerated students should move beyond basic identification of concepts and be able to apply, analyze, and synthesize (Bloom’s Taxonomy)

- Plot
- Point of View
- Setting/Mood
- Irony
- Characterization (static and dynamic, flat and round)
- Theme
- Foreshadowing
- Figurative language
- Tone
- Conflict
- Ethos
- Pathos
- Logos

Extended-Enrichment

Literature:

Teacher selected short stories

“The Cask of Amontillado”

“The Sniper”

“Through the Tunnel”

“Where Have You Gone, Charming Billy”

“Marigolds”

“The Daughter of Invention”

“A Sound of Thunder”

Concepts:

- Diction
 - Syntax
 - Denotation/Connotation
 - Literary analysis: TWIST
 - T—tone
 - W—word choice
 - I—imagery
 - S—style
 - T—theme
- (The AP Vertical Teams Guide for English- College Board Pre-AP text)

Writing/Activities:

“The Most Dangerous Game”

Examine foreshadowing: Connell makes use of foreshadowing to help readers predict future events in the story. Find examples of foreshadowing in the story. How does the technique add to the suspense of the story?

Make judgments: At the end of the story, do you think Rainsford has changed his mind about hunting. Support your opinion.

<p>Writing/Activities: Analysis Essay/Components Word Choice Sentence Structure and fluency Thesis Statement Transition sentences/words Conventions MLA documentation: direct quote (parenthetical documentation) Voice Reinforce steps of the writing process</p>	<p style="text-align: center;">“The Scarlet Ibis”</p> <p>Analyze theme and symbol: Which of the following themes does the symbolism of the ibis support? Find details for support.</p> <ol style="list-style-type: none"> a. Selfish pride generally causes more harm than good. b. Delicate creatures need to be protected and cared for. c. Spiteful cruelty toward a loved one often stems from wounded pride. <p>Examine foreshadowing and mood: Reread lines 298-306. The dramatic death of the ibis foreshadows Doodle’s death. Find other examples of such foreshadowing. What mood do they create? Examples: Persuasive—Is Doodle better off because of his brother’s improvement program?</p> <p>Author’s style: “The Scarlet Ibis” can be viewed as an example of Southern literature, which is characterized in part by its emphasis on details of time and place, the importance of family and community, an exploration of the past, and a sense of moral dilemma. How are these characteristics evident in this story?</p>
<p>The 1st quarter common writing assignment is a literary analysis to be written over two class periods on the approved EOC response form (see sample prompts on Inside BSD).</p>	

Quarter 2: Poetry

<i>Essential-Required</i>	<i>Extended-Enrichment</i>
<p>Literature: “The Eagle”-Alfred Lord Tennyson “Fire and Ice”-Robert Frost “miss rosie”-Lucille Clifton (textbook) Nonfiction “How Private is your Private Life?” (textbook) “The Privacy Debate: One Size Doesn’t Fit All” (textbook)</p> <p>Concepts: <i>Accelerated students should move beyond basic identification of concepts and be able to apply, analyze, and synthesize (Bloom’s Taxonomy)</i></p> <p><u>Imagery/Figurative language</u> (Metaphor, Simile, Hyperbole, Personification, Symbolism, Oxymoron)</p> <p><u>Sound devices</u> (Alliteration, Onomatopoeia, Assonance, Consonance, Alliteration, Meter, Repetition,</p> <p><u>Form</u> (Rhyme Scheme, Stanza, Free Verse, Line Breaks)</p> <p>Introduce Rhetorical Devices: Logos, Ethos, Pathos (The AP Vertical Teams Guide for English-College Board Pre-AP text) Recognizing bias (textbook)</p> <p>Writing/Activities: Analyze poetry: form, style, devices, content, meaning.</p> <p>Research (research must be done in Quarter 2, 3, or 4)</p>	<p>Literature: <u>When the Legends Die</u>, <u>April Morning</u>, <u>Out of the Dust</u> (or 3rd quarter), <u>Witness</u> (or 3rd quarter,) <u>The Odyssey</u>: epithet, Homeric simile, epic “Ode to My Socks” (textbook) “My Papa’s Waltz” (textbook) and “Those Winter Sundays”-Robert Hayden (poetryfoundation.org) “Not in a Silver Casket” (textbook) “Primal Screen” (textbook) “The Pedestrian” (textbook) “Today” (textbook) “The Seven Ages of Man” (textbook) “Do Not Go Gentle into that Good Night” Selected Shakespearean sonnets Rhetorical devices: “Appearances Are Destructive” (textbook)</p> <p>Concepts: Tone (also shifts in) Poetry explication Sonnet Quatrain Couplet</p> <p>Writing/Activities: Research (research must be done in Quarter 2, 3, or 4) Copy change Poetry seminar Song lyrics Choral reading Readers’ theater Recitations Compare and Contrast two poems. Summarize, paraphrase, and abstract a passage. Analyze a variety of documents: political cartoons, editorials, essays. Literary analysis—Discuss form, style, literary devices, content, and meaning in selected poems and song lyrics.</p>
<p>The 2nd quarter common writing assignment is a poetry analysis to be written over two class periods on the approved EOC response form (see sample prompts on Inside BSD).</p>	

Quarter 3: To Kill a Mockingbird

Essential-Required

Literature:

To Kill a Mockingbird
 “I Have a Dream”

Concepts:

Accelerated students should move beyond basic identification of concepts and be able to apply, analyze, and synthesize (Bloom’s Taxonomy)

Theme
 Setting
 Characterization
 Point of View
 Irony
 Idiom

Introduce:

Allusions (Historical, Religious, Literary)
 Colloquialism
 Archetype
 Rhetorical devices: parallelism, repetition, analogy (textbook)
 Further study of persuasive techniques: Logos, Ethos, Pathos (The AP Vertical Teams Guide for English- College Board Pre-AP text)
 Recognizing bias (textbook)

Writing/Activities:

Literary Analysis

Research (research must be done in Quarter 2, 3, or 4)

Extended-Enrichment

Literature:

Out of the Dust (or 2nd quarter) Witness (or 2nd quarter)
 “Testimony Before the Senate” (textbook)

Excerpts from:

“Motorcycle Helmet Bill” (textbook)
 “The New Frontier” (textbook)
 Transcripts from Scottsboro trial
To Kill a Mockingbird (film)

Concepts:

Life in the Thirties
 Rhetorical analysis: SMELL
 S—sender-receiver relationship
 M—message
 E—emotional strategies
 L—logical strategies
 L—language
 (The AP Vertical Teams Guide for English--College Board Pre-AP text)

Writing/Activities:

Research (research must be done in Quarter 2, 3, or 4)
 Create booklet marker.
 Write from various points of view.
 Literary Analysis—Show how Calpurnia’s two levels of speaking reveal her character.
 Literary Analysis—Choose a scene from the novel which is left out in the movie and analyze how the omission impacts the story for you.
 Persuasive—Who is the most courageous character in the novel?
 Compare and Contrast ironies (appearance vs. reality) with various characters.
 Personal Narrative—Write about a childhood memory.

The 3rd quarter common writing assignment is a rhetorical analysis to be written over two class periods on the approved EOC response form (see sample prompts on Inside BSD).

Quarter 4: Romeo and Juliet

<i>Essential-Required</i>	<i>Extended-Enrichment</i>
<p>Literature: <u>The Tragedy of Romeo and Juliet</u></p> <p>Concepts: <i>Accelerated students should move beyond basic identification of concepts and be able to apply, analyze, and synthesize (Bloom’s Taxonomy)</i></p> <p>Figurative language Oxymoron Pun</p> <p>Introduce: Prose Tragedy Tragic hero Tragic flaw Rhetorical Question Dramatic Foil Dramatic Irony Aside Soliloquy Monologue Dialogue Prologue Sonnet Quatrain Couplet Iambic pentameter Blank Verse Elizabethan Language</p> <p>Writing: Persuasive Essay</p> <p>Research (research must be done in Quarter 2, 3, or 4)</p>	<p>Literature: <u>West Side Story</u> (film) <u>William Shakespeare’s Romeo and Juliet</u> (film) Mythology: <u>Pyramus and Thisbe</u> <u>The Tragedy of Romeo and Juliet</u> (Zeffirelli film) <u>A & E Biography: William Shakespeare</u></p> <p>Concepts: Conflict resolution Text and subtext Advanced syntax techniques: anaphora, asyndeton, chiasmus, stichomythia (The AP Vertical Teams Guide for English- College Board Pre-AP text) Elizabethan Theater Shakespeare’s Life and Times</p> <p>Writing/Activities: Research various cultural aspects of Elizabethan life. Write sonnets. Transform scenes to alternate time. Perform scenes. Perform Reader’s theater. Memorize a sonnet of choice or dramatic monologue. Persuasive Essay—Is love at first sight possible? Compare and Contrast—Two themes found in R & J (fast/slow; dark/light; love/hate; dream/reality; youth/age; fate/free will; secrets/public knowledge). Literary Analysis— How does the use of dramatic foil increase your understanding of a character?</p>
<p>The 4th quarter common assignment is a persuasive essay to be written over two class periods on the approved EOC response form (see sample prompts on Inside BSD).</p>	