



Independent School District of Boise City

English 9: Course Overview

Students will read short stories, poetry, novels and plays to develop a sense of historical context and to acquire knowledge of applications to their own lives. Assignments will include investigations of literary styles and devices, creative modeling, and written, auditory, oral, and visual analysis of “self” themes in relation to the reading selections. Resolution of conflict in life and work situations is a major focus of the course. Suggested writing topics representing various essay forms are included in each quarter to help prepare for the required district performance assessments.

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

Additional Resources: Literary Elements: under English 10 curriculum on district webpage
MLA Handbook for Writers of Research Papers, Seventh Edition

English 9: Course Scope and Sequence

Quarter 1: Short Story

Essential	Expected	Extended	Sample Lang. Obj.
<p>Literature: “The Most Dangerous Game” p. 52 “The Scarlet Ibis” p. 426</p>	<p>Literature: “The Gift of the Magi” p. 94 “The Necklace” p. 206 “Through the Tunnel” p. 326 “The Cask of Amontillado” p. 342</p>	<p>Literature: Teacher selected short stories</p>	<p>Literature: Language Objectives are drawn from State English Language Development Standards, the National Council for Teachers of English, and the International Reading Association.</p> <p>Picture books, video clips, and teacher summaries are appropriate. Teachers may also choose to have students relate a short story from their country or culture.</p>

<p>Concepts to review and reinforce: Characterization (<i>see character</i>):</p> <ul style="list-style-type: none"> flat and round <p>(ELD 3.2.4) Conflict: Person vs.</p> <ul style="list-style-type: none"> person self society nature <p>Foreshadowing Inference (p. 12) Irony (situational) Mood</p> <p>(ELD 3.2.4)</p> <ul style="list-style-type: none"> Plot: Exposition Rising Action Climax Falling Action Resolution <p>(ELD 3.2.4) Point of View</p> <ul style="list-style-type: none"> 1st person 3rd person rd person omniscient <p>Setting (ELD 3.2.2.) Theme</p>	<p>Concepts: Reinforce the steps of the writing process (R28):</p> <ul style="list-style-type: none"> prewriting drafting revising (<i>revising and editing</i>) editing (<i>proofreading</i>) publication (<i>publishing and reflecting</i>) <p>Author's Purpose (Unit 5, R102 and p. 508) Characterization: static & dynamic Author's Style and Voice (Unit 8, p. 744)</p>	<p>Concepts: Compare short story to film</p> <p>Conflict:</p> <ul style="list-style-type: none"> Person vs. fate <p>Plot:</p> <ul style="list-style-type: none"> Inciting Incident Dénouement 	<p>Sample Lang. Obj. <u>Draw</u> a picture of a favorite memory and <u>create</u> a web of ideas for writing.</p> <p><u>Record</u> the main parts of a story on a graphic organizer (story map).</p> <p><u>Read</u> your writing with a partner. Using a sentence starter, <u>ask</u> questions about confusing parts.</p> <p>Sentence starter URL: http://www.sde.idaho.gov/site/lep/guidance_docs/SentenceStarters%20printable.pdf</p> <p><u>Edit</u> a paragraph using a short checklist (choose five things).</p> <p>Checklist URL: http://www.boiseschools.org/curriculum/la_supplement/editing_symbols.pdf</p> <p><u>Rewrite</u> your edited paper so that you have a final draft.</p> <p><u>Tell</u> a personal story to a partner who then <u>tells</u> your story to a third party in third person point of view.</p>
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<p>Writing: Personal Narrative Essay (p. 168). (ELD 4.2.1)</p> <p>Essay Components (R30)</p> <p>Hook Introduction Thesis Statement Body paragraphs Topic sentence Transition sentences/words Conclusion Word Choice</p>	<p>Writing: Essay Components <i>(Literary Elements from English 10)</i></p> <p>Concrete detail (CD) Commentary (CM)</p> <p>“The Most Dangerous Game” Examples: <i>Personal narrative—apply one of the conflicts found in the story to personal experience.</i></p> <p><i>Expository essay—</i> Rainsford’s changing attitude</p> <p>“The Scarlet Ibis” Examples: <i>Personal Narrative—</i>Cruelty or Love/Hate feelings <i>Expository—</i> Compare and contrast the narrator’s childhood and adult attitudes toward Doodle.</p>	<p>Writing: “<i>The Most Dangerous Game</i>” Examples: <i>Persuasive</i> – the ethics of hunting</p> <p><i>Literary analysis</i> – What does “civilized” mean?</p> <p>“The Scarlet Ibis”</p> <p>Examples: Coroner’s Report Obituary Symbolic depiction or graphic literary analysis—Discuss “red” as a symbol.</p> <p><i>Persuasive—</i>Is Doodle better off because of his brother’s improvement program?</p>	<p>Sample Lang. Obj.</p> <p>Write a short narrative with the aid of a template or your idea web that describes a personal conflict (1st quarter common writing assignment).</p> <p>Create a graphic model of the different components of an essay showing how they relate to each other.</p>
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<p>Grammar and Mechanics: Apostrophes (R50) Capitalization (R51) (ELD 4.3.3) Commas: <ul style="list-style-type: none"> ▪ dates ▪ addresses ▪ compound sentences Nouns: common and proper Semi-colons Sentence errors: (R64) <ul style="list-style-type: none"> ▪ run-ons ▪ comma splices ▪ fragments Sentence structure & variation: (R63) <ul style="list-style-type: none"> ▪ Simple ▪ Compound ▪ Complex Subject and predicate (ELD 4.3.4) Subject-verb agreement (R65)</p>	<p>Grammar and Mechanics: Review parts of speech</p>	<p>Grammar and Mechanics: Review parts of speech</p>	<p>. Grammar and Mechanics:</p> <p>From a two column graphic, change common nouns to proper nouns.</p>
<p>The 1st quarter common writing assignment is a personal narrative essay (ELD 4.2.1).</p>			

Quarter 2: Poetry			
Essential	Expected	Extended	Sample Lang. Obj.
<p>Literature: Teacher’s discretion— selected poems and novels</p> <p>Analyze poetry for: Content Devices Form (ELD 3.2.4) Meaning Style</p> <p>Concepts: Literary Terms (ELD 3.2.2) Alliteration Onomatopoeia Assonance Personification Cliché Repetition Free Verse Rhyme Scheme Hyperbole Simile Metaphor Stanza Meter Symbolism</p>	<p>Literature: Teacher’s discretion. Other excellent examples outside of Unit 7 are: “The Raven” Unit 1 “Rosa” and “Naomi Nye”, Unit 2 “The Peace of Wild Things” Unit 3 “My Heart Leaps Up” Unit 4 Emily Dickinson, Unit 8 Claude McKay and Langston Hughes, Unit 9</p> <p>Concepts: Literary Terms Couplet Line Breaks Quatrain Rhetorical question Sonnet</p>	<p>Literature: <i>Reflections of a Gift of Watermelon Pickle</i> <i>When the Legends Die,</i> <i>April Morning,</i> <i>The Pen of My Aunt,</i> <i>Out of the Dust</i> (or 3rd quarter), <i>Witness</i> (or 3rd quarter,) <i>The Odyssey:</i></p> <ul style="list-style-type: none"> ▪ Epithet ▪ Homeric simile ▪ epic poem <p>Film: <i>Casablanca</i> <i>Smoke Signals</i></p>	<p>Sample Lang. Obj.</p> <p>Read picture books and find examples of alliteration (rhyme scheme, simile, metaphor). Ex.: <i>Chicken Little</i> by Steven Kellogg <i>A My Name is Alice</i> by Jane Bayer</p> <p>Play the “The Name Game.”</p> <p>A verse can be created for any name, with <i>X</i> as the name and <i>X-I</i> as the name without the first consonant sound (if it begins with a consonant), as follows:</p> <p style="text-align: center;">(<i>X</i>), (<i>X</i>), bo-b(<i>X-I</i>) Banana-fana fo-f(<i>X-I</i>) Fee-fi-mo-m(<i>X-I</i>) <i>X</i>!</p>

<p>Writing: Expository essay (not as it relates to the poetry unit, but for the State DWA)</p> <p>Essay Components</p> <ul style="list-style-type: none"> ▪ Hook <p>(ELD 4.2.1)</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Thesis Statement ▪ Body paragraphs ▪ Topic sentences ▪ Transition sentences/words ▪ Conclusion 	<p>Writing:</p> <p>Essay Components</p> <ul style="list-style-type: none"> ▪ Concrete detail (CD) ▪ Commentary (CM) <p><i>Personal narrative</i>— Write in free verse form.</p> <p><i>Literary analysis</i>— Discuss form, style, literary devices, content, and meaning in selected poems and song lyrics.</p> <p><i>2-part essay</i>—Compare a short story with a poem.</p> <p>Frequently misspelled words</p> <p>(ELD 4.3.1)</p> <p>Homophones</p> <ul style="list-style-type: none"> ▪ to/two/too ▪ wear/where/were ▪ its/it's ▪ your/you're ▪ there/their/they're ▪ etc. 	<p>Writing/Activities:</p> <p>Copy change</p> <p>Poetry seminar</p> <p>Song lyrics</p> <p>Choral reading</p> <p>Readers' theater</p> <p>Create a poem using 12 devices Recitations</p> <p>Quatrain—group poem writing</p> <p>Workplace Writing: memos business letters proposals reports</p>	<p>Sample Lang. Obj.</p> <p>With your small group rehearse a poem. Read the poem chorally to the class.</p>
<p>The quarter two common assignment is an expository essay (ELD 4.2.2). Students will take the Boise School District Direct Writing Assessment to fulfill this requirement. Teachers should make copies of students' essays before submitting them.</p>			

Quarter 3: Novel			
Essential	Expected	Extended	Sample Lang. Obj.
<p>Literature: <i>To Kill a Mockingbird</i></p> <p>Teacher’s discretion-selected novels approved on district list</p>	<p>Literature: <i>To Kill a Mockingbird</i> (film)</p>	<p>Literature: <i>The Miracle Worker</i> (text; film) <i>Out of the Dust</i> (or 2nd quarter) <i>Witness</i> (or 2nd quarter) <i>The Autobiography of Miss Jane Pitman</i> (text; film) <i>The Odyssey</i> (or 4th quarter) <i>The Red Badge of Courage</i> (or 4th quarter) <i>White Lilacs</i> <i>Shimmershine Queens</i> Selected Poetry “I Have a Dream” (text; film)</p>	<p>Literature: <i>To Kill a Mockingbird</i></p> <p>Based on a teacher summary, create a character map.</p> <p>Describe a time when you have felt prejudice.</p> <p>Write a paragraph about the bravest person you know.</p>
<p>Concepts: Characterization (ELD 3.2.4) Dialogue Point of View Setting Symbolism Theme: (ELD 3.2.2)</p> <ul style="list-style-type: none"> ▪ Growing up and Understanding ▪ Tolerance and Prejudice ▪ Good and Bad Parenting 	<p>Concepts: Life in the 1930’s (ELD 4.2.2) Considerations in transforming novels to screenplays (ELD 3.1.5) Colloquialisms/Idioms Review of Research Skills:</p> <ul style="list-style-type: none"> ▪ Extend variety of sources ▪ Finding reliable sources ▪ MLA citations 	<p>Concepts: Allusions</p>	<p>Sample Lang. Obj.</p> <p>Write and illustrate an example of a colloquialism or an idiom.</p> <p>Tell a story in small groups reflecting one of the themes.</p>

<ul style="list-style-type: none"> ▪ Courage and Cowardice ▪ Justice and Injustice ▪ Honesty and Hypocrisy 	<p>(seventh edition handbook) Citing direct quotes</p>		
<p>Writing: Literary Analysis (ELD 4.2.1)</p> <ul style="list-style-type: none"> ▪ Hook ▪ Introduction ▪ Topic sentences ▪ Thesis Statement ▪ Body paragraphs ▪ Concrete detail ▪ Commentary ▪ Transition sentences/words ▪ Conclusion <p>Introduce</p> <ul style="list-style-type: none"> ▪ Integrating quotations into writing ▪ Parenthetical citation 	<p>Writing: Examples: <i>Literary Analysis</i> – Show how Calpurnia’s two levels of speaking reveal her character. or Choose a scene from the novel which is left out of the movie and analyze how the omission impacts the story for you.</p> <p><i>Persuasive Essay</i> – Who is the most courageous character in the novel?</p> <p><i>Two-part Essay</i> – Compare and contrast ironies (appearance vs. reality) with various characters. <i>Personal</i></p> <p><i>Narrative</i> – Write about a childhood memory.</p>	<p>Writing/Activities: Examples: Create Booklet Marker</p> <p>Write from various points of view</p> <p>Make an annotated and parenthetically cited map of Maycomb</p> <p>Draw a Sociogram, symbolically depicting and relating the various characters</p> <p>Research presentations</p>	<p>Sample Lang. Obj.</p> <p>Restate a topic in your own words using complete sentences.</p>
<p>The 3rd quarter common writing assignment is a literary analysis (ELD 3.2.4) essay.</p>			

Quarter 4: Drama			
Essential	Expected	Extended	Sample Lang. Obj.
<p>Literature: <i>The Tragedy of Romeo and Juliet</i></p>	<p>Literature: <i>The Tragedy of Romeo and Juliet</i> (Zeffirelli film) A&E Biography: Wm. Shakespeare</p>	<p>Literature: <i>West Side Story</i> (film) Mythology: Pyramus and Thisbe p. 1062</p>	<p>Literature: <i>The Tragedy of Romeo and Juliet</i></p> <p>Discuss different cultural views of fate and choice.</p>
<p>Concepts: Allusion Aside Blank Verse Dialogue Dramatic Foil Dramatic Irony Elizabethan Language Figurative Language Iambic pentameter Monologue</p> <p>(ELD 3.2.2) Oxymoron Prologue</p> <p>Quatrain Rhetorical question Rhyming Couplet Soliloquy Sonnet</p>	<p>Concepts: Elizabethan Theater Shakespeare's Life and Times Pun Tragedy</p>	<p>Concepts: Conflict resolution Text and subtext</p> <p>(ELD 3.1.5) Connotation/Denotation Conflict:</p> <ul style="list-style-type: none"> ▪ Person vs. fate 	<p>Create a collage depicting your favorite oxymoron from <i>Romeo and Juliet</i>.</p> <p>Find your favorite rhyming couplet from <i>Romeo & Juliet</i>. Read it to the class.</p>

<p>Writing: Reflective Essay (ELD 4.1.1)</p> <ul style="list-style-type: none"> Analyze your progress as a writer. How has your writing grown this year? 	<p>Writing: Examples: <i>Persuasive Essay</i> – Is love at first sight possible? Is anyone to blame for the deaths of R & J?</p> <p>ELD (3.2.3)<i>Two-part Essay</i> – Describe the chain of events that lead to R & J’s death (cause and effect).</p> <p><i>Compare and Contrast</i> two themes found in R & J (dark/light; love/hate; fate/free will; secrets/public knowledge).</p> <p><i>Literary Analysis</i> – How does the use of dramatic foil increase your understanding of a character? (ELD 4.1.1) <i>Personal Narrative</i> – Describe a time of conflict with parents.</p>	<p>Writing/Activities: Examples: Research various cultural aspects of Elizabethan life</p> <p>Write sonnets</p> <p>Transform scenes to alternate time</p> <p>Perform scenes</p> <p>Perform Reader’s Theater</p> <p>Memorize a sonnet of choice</p>	<p>Using a cause and effect graphic, record the events that led to Romeo and Juliet’s deaths.</p> <p>Compare and contrast two themes found in R & J (dark/light; love/hate; fate/free will; secrets/public knowledge).</p> <p>Write a description of a time of conflict with your parents.</p>
<p>The 4th quarter common writing assignment is a reflective essay.</p>			