

## ENGLISH I

### LITERATURE

The study of literature in the 9<sup>th</sup> grade focuses on significant works of world literature. One of the course works, Animal Farm, is integrated with the 9<sup>th</sup> grade world history course. Mythology is used to provide a basis for the reading of The Odyssey in the 10<sup>th</sup> grade and to establish a foundation of mythological allusions referred to throughout the four years of literature at Campolindo.

### CORE SELECTIONS

Shakespeare, Romeo and Juliet or  
Julius Caesar  
Orwell, Animal Farm  
Lee, To Kill a Mockingbird  
Hamilton, Mythology or  
Herzberg, Myths and Their Meanings  
Freshman Anthology/Prentice-Hall Literature

### SUPPLEMENTARY SELECTIONS

Hershey, Hiroshima  
Steinbeck, The Long Valley  
London, Sea Wolf  
Fuller, Les Miserables (Four Novels)  
Hemingway, Old Man and the Sea  
Bradbury, Illustrated Man  
Bradbury, Martian Chronicles  
Koelka, Fifteen American One-Act Plays  
Wakatsuki Huston, Farewell to Manzanar

### WRITING PROGRAM

The focus in English I is upon choosing a clear thesis, writing a proper introduction, writing correct topic sentences for body paragraphs, and choosing convincing evidence to support the thesis. The writing assignments also include paragraphs and well developed responses to study questions in addition to three-part essays.

Students will:

1. formulate and write a clear thesis.
2. write a topic sentence for each expository paragraph.
3. write three-part compositions/essays consisting of an introduction, body, and conclusion.
4. construct paragraphs developed by examples, reasons, and details in logical order.
5. use a logical order of paragraphs in compositions.
6. use third person and/or maintain an appropriate viewpoint in writing.

7. use appropriate transitions in their writing.
8. employ appropriate tense.
9. use Method I to include quotations from primary sources.
10. proofread, edit, and revise their work.

Students in the 9<sup>th</sup> grade will write the following types of compositions:  
interpretation and analysis  
autobiographical incident  
observation  
reflection

In addition to this writing core, teachers may use a variety of other writing experiences to broaden student skills including comparison/contrast, argumentation, journals, etc.

Students in 9<sup>th</sup> grade English will write a minimum of six 500-word essays/writing assignments. Students may expect up to 50% of the essays to be written in class.

## **GRAMMAR**

Students will:

1. review the eight parts of speech.
2. review the parts of the sentence: subject, predicate, objective complement, predicate complement (predicate adjective and predicate nominative), appositive.
3. recognize and use adjective and adverb clauses in sentence combining.
4. use complete sentences consistently in their written work, avoiding run-ons, comma faults, and fragments.
5. use rules of proper punctuation including commas, semi-colons, and apostrophes.
6. use proper case of personal pronouns.
7. select and use appropriate relative pronouns for subordination.
8. recognize and use proper subject-verb agreement.
9. recognize and use proper pronoun-antecedent agreement.
10. recognize and use proper forms of compound sentences.

Students will use properly the following words:

accepted, excepted  
your, you're  
its, it's  
lose, loose  
their, there  
to, too  
fewer, less  
number, amount  
who's, whose  
between, among  
e.g., i.e., et.al

## **STYLE**

The students in 9<sup>th</sup> grade English will be introduced to the following stylistic terms:

- clarity
- concise language
- variety of sentence structure
- diction
- active/passive voice

## **VOCABULARY**

The students in the 9<sup>th</sup> grade complete Vocabulary for Achievement, Third Course, consisting of 30 units with 10 words in each. Quizzes and tests are administered throughout the year, and students integrate these words into their writing assignments. Vocabulary building is also developed through the literature.

The vocabulary study assists students in reading comprehension and prepares them for the SAT.

## **LITERARY TERMS**

The study of literary terms in the 9<sup>th</sup> grade includes, but is not limited to the following:

Analogy	Foreshadowing
Characterization	Plot
Conflict	Protagonist
Metaphor	Setting
Simile	Theme
Personification	

## **LIBRARY RESEARCH**

Students in the 9<sup>th</sup> grade will do one or two library research projects based on the following suggestions:

Literary Criticism – Students find and use literary criticisms for one of the core works and either writes a short essay or gives an oral presentation based on the research.

Demonstration Speech – Students select a topic for a demonstration speech and do background research on that topic.

Author Research Activity – Students come to the library on their own after having a class presentation by the librarian. Students select an author and find basic information about the author's life and work. This is done using a worksheet or preparing a short essay or biographical sketch.

Core Literature Background Research Activity – Students examine a portion of the historical context from which the work comes. Examples include the political and economic systems in Animal Farm, World War II in Hiroshima, or mythological characters. After doing research, students present their material either through a short essay, a visual, or an oral presentation.

### **MANUSCRIPT FORM/QUOTATION METHODS**

Students will be responsible for all elements of the Manuscript Form.

Students will be responsible for Method I on the Quotation Sheet and may be introduced to Method II.

### **PUBLIC SPEAKING**

Students will have a minimum of one formal individual speaking opportunity. Emphasis in class discussion will be upon correctness of oral expression. Students will learn to speak publicly without the use of extraneous and non-productive utterances such as er, um, ah, like, you know, I'm all, etc.

### **CLEAR THINKING FALLACIES**

Students in the 9<sup>th</sup> grade will be introduced to and held responsible for the following fallacies:

- bandwagon
- glittering generalities
- stereotype
- hasty/sweeping generalization
- either/or
- appeal to emotion
- loaded words