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Teacher Contact

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* **Was this course Previously Approved by UC?** No

* **Course Title:** a-g English 9

* **Transcript Title /Abbreviation:** **Transcript Title /Abbreviation: Course Code**
a-g English 9

* **Seeking "Honors" Distinction:** No

* **Subject Area:** English

* **Category:**

* **Grade Level for which this course has been designed:**
 9 10 11 12

* **Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

* **Is this course classified as a Career Technical Education:** No

* Brief Course Description

This course is designed for 9th grade students to satisfy California State Standards and provide for college preparation. Students read selected texts covering the following genres: short stories, folklore and fairy tales, drama, poetry, historical literature, speeches, plays, novels, fiction, and nonfiction. Through directed reading and writing assignments, students focus on the mechanics of language, punctuation, and vocabulary development. They demonstrate critical analysis as they evaluate patterns and connections within the literature presented, discuss and present ideas and observations, and write narrative, expository, persuasive, and descriptive essays using organization, research, drafting, editing, and revising.

Pre-Requisites

Co-Requisites

Context for Course (optional)

History of Course Development (optional)

This course is modeled after the a-g English 9/10 A course we are submitting also. This course is designed for independent study while the English 9/10 course is designed for a class.

Textbooks

TEXTBOOK 1

* **Title:** No Fear Shakespeare: A Midsummer Night's Dream

* **Edition:** 1st

*
Publication Date: 2003

*
Publisher: Spark Publishing

*
Author(s): William Shakespeare and Spark Notes Editors

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 2

* **Title:** Black Like Me

* **Edition:** 35th anniversary edition

*
Publication Date: 1996

*
Publisher: Penguin

*
Author(s): Griffin

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 3

* **Title:** Our Town

* **Edition:** 1st: reissue

*
Publication Date: 2003

*
Publisher: Perennial

*
Author(s): Wilder

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 4

* **Title:** Old Man and the Sea

* **Edition:** First

Title:

*
Publication Date: 1995: reissue

*
Publisher: Simon & Schuster

*
Author(s): Hemingway

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 5

* **Title:** Wuthering Heights

* **Edition:** First: reissue

*
Publication Date: 1893

*
Publisher: Bantam

*
Author(s): Bronte

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 6

* **Title:** Farewell to Manzanar

* **Edition:** reissue

*
Publication Date: 1983

*
Publisher: Random House

Publisher: Random House

*
Author(s): Houston

**URL
Resource:**

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 7

* **Title:** To Kill a Mockingbird

* **Edition:** 1st edition reprint

*
**Publication
Date:** 1988

*
Publisher: Grand Central Publishing

*
Author(s): Harper Lee

**URL
Resource:**

* **Usage:** Primary Text

Read in entirety or near entirety

Supplemental Instructional Materials

Timeless Voices - Gold, Prentice Hall 2002 CA edition - assigned readings and activities

The Reader's Choice - Course 4, Glencoe 2002 CA edition - assigned readings and activities

The Language of Literature - 9, McDougal Littell 2002 CA edition - assigned readings

* **Course Purpose**

Course Goals and/or Major Student Outcomes: Literature Based English is structured to fulfill the high school requirements for 9th, and prepare students for the rigors of university course work. Students will:

? Demonstrate the ability to communicate clearly and coherently both orally and

in writing.

? Utilize critical thinking and analysis skills by effectively completing challenging reading and writing assignments.

? Read and comprehend a wide range of genre in grade appropriate materials, including historically or culturally significant works of literature.

? Evaluate ideas, and analyze evidence gathered through library and Internet research.

? Write clear and concise essays that demonstrate correct English grammar and mechanics.

Course Objectives:

Students will meet the grade 9 English-Language Arts Content Standards for California Public Schools.

Objectives and Standards:

1. Students will write coherent and focused texts that demonstrate awareness of audience, purpose, and stages of the writing process. (Language Arts Grade 9/10, Writing Strategies 1.0 through 1.9)

2. Students will combine narration, exposition, persuasion, and description to produce fully developed texts for a variety of purposes and audiences. Student writing will demonstrate a command of Standard English and research, organizational, and drafting strategies. (Language Arts Grade 9/10, Writing Applications 2.0 through 2.6)

3. Students will write and speak using correct grammar, usage, mechanics, and spelling of Standard English. (Language Arts Grade 9/10, Written and Oral English Language Conventions 1.0 through 1.5)

4. Students will make informed choices in order to create and evaluate presentations. They deliver focused and coherent presentations of their own that show distinct perspectives and solid reasoning. They will incorporate gesture, tone, and vocabulary tailored to audience and purpose. (Language Arts Grade 9/10, Listening and Speaking Strategies 1.0 through 1.14)

5. Students will deliver reflective presentations and reports on historical investigations and multimedia presentations. (Language Arts Grade 9/10, Speaking Applications 2.0 through 2.5)

6. Students will trace, apply, and discern meanings of words across the curriculum. (Language Arts Grade 9/10, Word Analysis, Fluency, and Systematic Vocabulary Development 1.0 through 1.3)

7. Students will read and respond to grade level material and analyze organizational patterns arguments, and positions advanced. (Language Arts Grade 9/10, Reading Comprehension 2.0 through 2.8)

8. Students will read and respond to historically or culturally significant works and conduct in-depth analysis of recurrent patterns and themes.

* Course Outline

Primary Learning Objectives for units 1-8:

Students will:

- ? understand literary selections from several different genres including fiction, nonfiction, folk/fairy tales, novels, drama, and poetry.
- ? understand provided supplementary background, social, and historical information about each literature selection.
- ? apply literary terms appropriate to each assigned literature selection (plot, characterization, theme, setting, symbolism, foreshadowing, figurative language, tragedy, comedy, allusion, blank verse, etc.).
- ? develop vocabulary skills including literal and figurative, and connotative and denotative word meanings.
- ? use critical thinking and analysis skills.
- ? understand, summarize, evaluate, and respond to literature selection.
- ? communicate clearly through discussions and/or presentations related to assigned literature.
- ? use the writing process to generate clear and concise essays that demonstrate technological skills, and correct English grammar and mechanics.
- ? connect each assigned literature piece to personal experiences, culture, and other literature.
- ? navigate word-processing software, and search engines.
- ? understand and apply effective research skills, utilizing a variety of resources.

Unit 1: Nursery Rhymes and Fairy Tales

Central Topics:

- ? politics in poetry- the hidden meaning
- ? culture in literature
- ? theme
- ? comparative analysis and writing

Unit 2: Midsummer Night's Dream

Central Topics:

- ? characterization
- ? types of comedy
- ? parallel plots
- ? language use/writing styles
- ? sonnet
- ? ballad
- ? writing dialogue
- ? technical documents

Unit 3/4: Black Like Me, Farewell to Manzanar

Central Topics:

- ? propaganda
- ? news reports
- ? analytical reading of op-ed articles
- ? point of view
- ? setting
- ? historical/cultural connections
- ? denotation/connotation
- ? business letter

Unit 5: Our Town

Central Topics:

- ? narrator

- ? minimalization in theater
- ? theme

Unit 6: Old Man and the Sea

Central Topics:

- ? epic/epic hero
- ? symbolism
- ? literary terms (plot, theme, setting, narrator, point of view, antagonist/protagonist, etc.)
- ? conflict

Unit 7: Wuthering Heights

Central Topics:

- ? contrasting settings and characters
- ? plot
- ? theme
- ? narrator point of view
- ? Gothic vs. Victorian romance
- ? Foreshadowing and prophecy

Unit 8: To Kill a Mockingbird

Central Topics:

- ? public speaking
- ? historical/cultural connections
- ? setting
- ? point of view
- ? theme

* Key Assignments

Key Assignments Unit 1

1. Participate in weekly discussion with instructor and peers.
2. Using the Internet and library, read and compare five versions of Cinderella, each representing a different culture.
3. Write a modern day Chico adaptation of Cinderella, or a short story populated with each of the five Cinderellas.
4. Read a number of political nursery rhymes.
5. Research the origin and meaning of "Ring Around the Rosie" and write a 300-400 word essay on its meaning.

Key Assignments Unit 2:

1. Participate in weekly discussion with instructor and peers.
2. Read *The Midsummer Night's Dream*.
3. Research the Greek Myths referenced in *The Midsummer Night's Dream*.
4. Complete curriculum guide activities related to central topics.
5. Answer comprehension and analysis questions.
6. Complete vocabulary development activities.
7. Create a promotional poster and program for *The Midsummer Night's Dream*.
8. Using dialogue format, write and present an interview related to an event in *The Midsummer Night's Dream*.

9. Write a well-developed 300-400 word essay on the strongest or weakest male or female character in the play using the writing process of prewriting, writing, revising, editing, and publishing.
10. Write a news ballad of a current event, or an event in a movie or book.
11. With a partner, memorize and perform a small portion of *The Midsummer Night's Dream*.
12. Take unit test, consisting of matching, multiple-choice, and short answer questions.

Key Assignments Units 3/4:

1. Participate in weekly discussion with instructor and peers.
2. Read *Black Like Me* and *Farewell to Manzanar*.
3. Complete curriculum guide activities related to central topics.
4. Answer comprehension and analysis questions.
5. Complete vocabulary development activities.
6. Write newspaper articles related to the events of *Farewell to Manzanar* and *Black Like Me*.
7. Write a letter to the editor, as a child in an internment camp, seeking assistance for their deplorable living conditions.
8. Write an 800 word persuasive essay on the effects of prejudice using the strategies of logical reasoning, supporting evidence, emotional appeal, ethics, and personal anecdotes.
9. Read *Hounding the Innocent?* and analyze for accuracy of argument.
10. Complete at least one in class quick write, and use provided rubric to evaluate, edit and revise writing.
11. Take unit tests and quizzes, consisting of matching, multiple-choice, and short answer questions.

Key Assignments Unit 5:

1. Participate in weekly discussion with instructor and peers.
2. Read *Our Town*.
3. Complete curriculum guide activities related to central topics.
4. Answer comprehension and analysis questions.
5. Complete vocabulary development activities.
6. Write a 300 word explanation of how the narrator is used in *Our Town*.
7. Write a well-developed 500 word essay explaining the use of three acts and time to illustrate the division of human life into three parts.
8. Write a 500 word essay on the cycle of life as depicted by Robert Frost in his poem *Birches?*.
9. Take unit tests and quizzes, consisting of matching, multiple-choice, and short answer questions.

Key Assignments Unit 6:

1. Participate in weekly discussion with instructor and peers.
2. Read *Old Man and the Sea*.
3. Complete curriculum guide activities related to central topics.
4. Answer comprehension and analysis questions.
5. Write a well-developed 800 word essay on the theme of *Old Man and the Sea*, utilizing the writing process.
6. Write a college application essay as Santiago explaining what experience, event, or person who had a significant on *your?* life?
7. Take unit test consisting of matching, multiple-choice, and short answer questions.

Key Assignments Unit 7:

1. Participate in weekly discussion with instructor and peers.
2. Read *Wuthering Heights*.
3. View and discuss video on Gothic period.
4. Complete curriculum guide activities related to central topics.
5. Answer comprehension and analysis questions.
6. Complete vocabulary development activities.
7. Write a character description of Catherine and Hindley as children, 150 words each, from the point of view of Heathcliff.
8. Write a well-developed 1200 compare and contrast essay on the contrasting settings and characters of *Wuthering Heights*. Use specific references and quotes from the book.
9. Write 300-400 words on the criteria of Gothic vs. Victorian literature as they apply to *Wuthering Heights*.
10. Take unit test consisting of matching, multiple-choice, and short answer questions.

Key Assignments Unit 8:

1. Participate in weekly discussion with instructor and peers.
2. Read *To Kill a Mockingbird*.
3. Complete curriculum guide activities related to central topics.
4. Answer comprehension and analysis questions.
5. Complete vocabulary development activities.
6. View the closing speech of the trial in *To Kill a Mockingbird* and analyze the effective techniques used in a well-developed 300 word essay.
7. Create a drawing of the Radcliffe home using the descriptions in the book.
8. Write 3 diary entries as a character in *To Kill a Mockingbird*, 150 words each.
9. Write a report as a social worker on the conditions in the home of Boo Radley. Is it a good environment for him and why? What would you recommend?
10. Take unit test consisting of matching, multiple-choice, and short answer questions.

*** Instructional Methods and/or Strategies**

College Model of Education: Personalized Learning Model emphasizes independent study while attending Resource Center classes twice weekly. Students may choose to meet weekly with their Personalized Learning Teacher and/or Highly Qualified Teacher instead. The same instructional methods are used in either case.

? Presentation: Concepts and reading assignments are introduced, explained, and demonstrated during weekly class/teacher (Personalized Learning and Highly Qualified) meetings. Following the information, corresponding questions, writing assignments, and activities are given to evaluate comprehension.

? Discussion: Students analyze, discuss, and respond to issues and ideas stimulated by presentations and readings. Students work in small groups or one-on-one whenever possible to increase participation.

? Reading: Students read all required reading: primary novels in their entirety. supplemental materials in part, some text books in their entirety.

? Writing: Students use their writing skills and critical thinking strategies as they respond to literature and discussion topics and text book readings. Activities vary from summary, short answer to extended essay. Research papers, response to literature, and literary analysis. Papers are graded according to rubrics detailing: expected organization of work; clarity of thesis statement; format of formal papers; content or message; flow of writing; and grammar and punctuation.

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? Oral Presentation: Students present information during weekly class meetings both formally and informally. Presentations include Power Point, debate, and discussion, and always include an outline or handout and audio-visual aides.

? Library/Internet Research: Students research topics that are relevant to the reading assignments and give written and oral reports of their findings.

* **Assessment Methods and/or Tools**

? Attendance at Resource Center Class twice weekly OR weekly review of work by Personalized Learning Teacher/Highly Qualified Teacher

? Written assignments evaluated by provided writing rubrics

? Oral presentations

? Discussions: classroom participation and small group work. If not enrolled in Resource Center class then weekly discussions with Personalized Learning Teacher/Highly Qualified Teacher.

? Weekly homework assignments

? Chapter/Unit tests

? Comprehensive midterm/final

Assessment tools may also include the following:

? Participation in weekly lab activity with graded lab manual (science courses)

? Student demonstrations

? Student work samples

? Research Projects

? Projects: Power Point Presentation, brochures, community service, etc.

Exams, homework assignments, discussions, oral presentations, and writing assignments are used to assess student progress. Exams for each unit consist of short essay format or extensive essay. Essays emphasize critical thinking skills and demonstrate analysis and synthesis of ideas. All work is corrected by the course instructor and/or Personalized Learning Teacher/Highly Qualified Teacher.

Feedback is provided on all written work with student revision and rewrite completed when appropriate.

* **Reading**

Students in Literature Based English will complete 8 units of study, each include reading a full-length work of literature and support materials, and related key assignments. Center for Learning curriculum guides will be used for most units. Within each unit, students will work with a primary genre and make connections to poetry or non-fiction.

Works include but are not limited to:

Unit 1 Nursery Rhymes, Fairy Tales, Multiple ?Cinderella? stories and fairy tales

Unit 2 Midsummer Night?s Dream, Greek myths, Theatrical programs and promotional materials

Unit 3/4 Black Like Me, Farewell to Manzanar, Op-Ed: ?Hounding the Innocent?

Unit 5 Our Town, Robert Frost?s ?Birches?

Unit 6 Old Man and the Sea

Unit 7 Wuthering Heights, Video on the Gothic period of literature

Unit 8 To Kill a Mockingbird

* **Writing**

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Research the origin and meaning of "Ring Around the Rosie" and write a 300-400 word essay on its meaning.

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Write a well-developed 300-400 word essay on the strongest or weakest male or female character in the play using the writing process of prewriting, writing, revising, editing, and publishing.

Write a news ballad of a current event, or an event in a movie or book.

Write newspaper articles related to the events of Farewell to Manzanar and Black Like Me.

Write a letter to the editor, as a child in an internment camp, seeking assistance for their deplorable living conditions.

Write an 800 word persuasive essay on the effects of prejudice using the strategies of logical reasoning, supporting evidence, emotional appeal, ethics, and personal anecdotes.

Read "Hounding the Innocent" and analyze for accuracy of argument.

Complete at least one in class quick write, and use provided rubric to evaluate, edit and revise writing.

Write a 300 word explanation of how the narrator is used in Our Town.

Write a well-developed 500 word essay explaining the use of three acts and time to illustrate the division of human life into three parts.

Write a 500 word essay on the cycle of life as depicted by Robert Frost in his poem "Birches".

Write a well-developed 800 word essay on the theme of Old Man and the Sea, utilizing the writing process.

Write a college application essay as Santiago explaining what experience, event, or person who had a significant on "your" life?

Write a character description of Catherine and Hindley as children, 150 words each, from the point of view of Heathcliff.

Write a well-developed 1200 compare and contrast essay on the contrasting settings and characters of Wuthering Heights. Use specific references and quotes from the book.

Write 300-400 words on the criteria of Gothic vs. Victorian literature as they apply to Wuthering Heights.

View the closing speech of the trial in To Kill a Mockingbird and analyze the effective techniques used in a well-developed 300 word essay.

Write 3 diary entries as a character in To Kill a Mockingbird, 150 words each.

Write a report as a social worker on the conditions in the home of Boo Radley. Is it a good environment for him and why? What would you recommend?

* Listening and Speaking

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