

## 9TH GRADE ENGLISH ACCELERATED DISTRICT SYLLABUS

### **CONTACT INFORMATION**

**Prerequisite:** Placement in the Accelerated-level course requires that students have demonstrated proficiency on standardized tests and achievement in prior English courses.

These courses support development of literacy skills and build upon a student's fundamental knowledge of literature through the study of genres: the short story, the novel, poetry and drama. Instructional activities, assignments, and assessments are designed to develop critical thinking skills that empower students to engage in analysis and evaluation of various fiction and nonfiction texts, both in print and multimedia. Students are expected to grow in their abilities to draw inferences, conduct research, produce formal written compositions, and apply knowledge of language. Requirements include summer reading, a research paper, and independent reading throughout the year.

### Resources

#### **Texts:**

Novels/Literature: may include *Fahrenheit 451*, *To Kill a Mockingbird*, or *Catcher in the Rye* and *Romeo and Juliet*

Selected short stories including but not limited to:

- "The Most Dangerous Game" → R. Connell
- "Marigolds" → Eugenia Collier
- "Lamb to the Slaughter" → R. Dahl
- "The Stolen Party" → Heker, L.
- "The Necklace" → G. DeMaupassant
- "Fish Cheeks" → Tan, A.
- "The Cask of Amontillado" → E. Poe
- "Poison" → Roald Dahl
- "Story of an Hour" → Kate Chopin

#### **Common Websites:**

- a. [Commonlit.com](https://www.commonlit.com)
- b. [Activelylearn.com](https://www.activelylearn.com)

### Grading Categories & Weights

- A. Major Assessments - 40%
- B. Minor Assessments - 35%
  - a. reading, writing, speaking/listening, and/or language minor assessments, quizzes, vocabulary etc.
- C. Participation/Performance - 25%
  - a. Includes classwork and homework, other.

### Support

[Teacher's name] is available during Common Time for extra help on [Available letter] days and after school by appointment.

The [Name of After School Help] is hosted in the LMC on Tuesdays-Thursdays from 2-4; the Literacy Lab is available during [Mascot] Time every day or by appointment with [Reading Specialist].

### Requirements and Expectations

1. Our classroom is built for artistic work so all students must respect one another and the space. Students will support, give positive feedback, and have polite behavior when interacting with one another and the instructor. Support other actors, no insults!
2. Students will remain focused and participate during classroom tasks- practicing serving as both a contributing actor and an audience member.
3. Students should arrive to class prepared with materials necessary for the unit lesson of study. Google Classroom and/or Remind 101 will be used to remind students when there
4. Cell phones will not be used during class as it interrupts the flow of artistic processes, unless instructed to do so.
5. Students must let the teacher know and ask permission before leaving the room.
6. Foul or derogatory language will not be used in the room.

## Plagiarism

Plagiarism is "the unacknowledged use of another's means of expression and/or work product, whether published or unpublished, without proper credit through the use of quotation marks, citations and other customary means of identifying sources." This means copying the words or ideas of another without the proper form of academic documentation. There are two basic kinds of plagiarism: deliberate plagiarism and accidental plagiarism, equally serious. The most common act of deliberate plagiarism involves copying another person's work and passing it off as your own. The most common act of accidental plagiarism involves failing to provide the proper internal documentation for quoted, summarized, and/or paraphrased ideas from another person, even if the source is listed in a Works Cited/Reference page.

The Black Horse Pike School District maintains a firm stance regarding plagiarism. Academic repercussions will be determined in coordination with the classroom teacher, Supervisor, and/or Vice Principal. While the district realizes that Artificial Intelligence (such as ChatGTP) can be used as a tool for brainstorming and exploring personal topics of interest, it is important to use such tools responsibly and ethically. Regarding issues of academic dishonesty, students are not permitted to submit AI-generated work as their own. Additionally, using AI to evade plagiarism detection is unethical and a violation of academic integrity and the BHP Honor code. As AI is an emerging technology, the district will continue to evaluate its use in the classroom.

## Timeline of Activities

### **Course Content Focus by Marking Period**

#### MP1

##### **Major Assessment:** Writing Portfolio: Crafting Effective Paragraphs

The Writing Portfolio focuses on four different paragraph writing skills: Topic/Closing Sentences, focusing on Incorporating specific evidence and connecting that evidence with claims. Students will use MLA parenthetical citations. Each paragraph will focus on one literary skill (i.e. characterization, setting, symbolism and theme) and one writing skill.

##### **Major Assessment:** Novel Unit Performance Assessment Project

Students will demonstrate their understanding of a universal theme present in the class novel. Within this theme, students will then create a presentation that tracks the connection between the theme and three characters from the novel. Students will then connect the theme to their own lives and connect it to one or more outside sources.

#### MP2

##### **Major Assessment:** Character + Conflict Analysis Essay

Students will compose a formal essay following a character throughout a story and examining which characteristics/traits contribute to their development in the text. For example: What trait(s) does the character possess at the beginning of the story that initiates conflict? How does this trait progress throughout the novel/intensify the conflict? How is the conflict resolved at the end?

*\*Students will also complete a brief reflection piece after this Writer's Workshop*

##### **Major Assessment:** Character Scrapbook Project

Students will choose one character from any of the short stories read in class. Students will identify an important object that reflects some aspect of the character's personality/values/culture. For example: How does it connect to the character? What does it show/mean throughout the story? What important role does it play in the story? Students will compose a 1st person narrative in the voice of the character about the object's value/importance/significance; and an additional paragraph in 3rd person that explains how the object acts like a symbol using textual evidence using proper MLA guidelines.

#### MP3

##### **Major Assessment Options:**

**Modern Speech Analysis:** Students are given historically diverse speeches to annotate for rhetorical appeals and devices, evaluating which tools the speaker uses and their effectiveness, the structural organization of the essay, and the target audience of the piece.. Then, students will create a graphic organizer (Color-coordinated) that effectively connects the rhetoric with the speaker's intended purpose. The student will then be able to compare this rhetorical strategy use in persuasion with the logical strategies used in argumentation.

Or

Annotated Bibliography: Students will be required to list all potential sources for the research essay and evaluate each source for reliability and bias based on the connection between the claims and the backing and what appeals the author is using to influence them; they will also annotate for rhetorical appeals and devices, evaluating which tools the speaker uses and their effectiveness, the structural organization of the essay, and the target audience of the piece, as well as the overall reliability and usefulness of the articles.

**Major Assessment:** Argument Research Essay

Students will choose a controversial topic from a pre-approved list. Students will take a position on the topic and argue two reasons to support their stance and claims. Students will determine the counterargument of their topic and provide textual evidence from database sources to support their opponent's claims and be able to refute the opponent's position. Students will be required to locate and use 3-4 different sources from required databases throughout their research essay.

*\*Students will also complete a brief reflection piece after this Writer's Workshop*

**\*\*Research Paper Requirements**

**MP4**

**Major Assessment:**

Narrative: Students will be expected to create a narrative in which they demonstrate an understanding of literary elements including dialogue, character descriptions and development (focusing on dynamic character), imagery, and plot development.

**Major Assessment:** Mini Multi-Genre Project

Students will identify an essential question present within *Romeo and Juliet* and explore its occurrences in the text. They will then find interpretation of this essential question presented through other genres/mediums such as poetry, music, film, art, and other texts. Students will then present to the group/class his/her essential analysis of one genre.

<b><u>MP 1-Novel Study</u></b>	<b><u>MP2- Short Story</u></b>	<b><u>MP3- Rhetoric and Research</u></b>	<b><u>MP4- Narrative and Drama</u></b>
<b>Weeks 1 &amp; 2</b> <i>Ice breakers/ class building / summer reading and pre-assessment</i>	<b>Weeks 1 &amp; 2</b> <i>Model short story; demonstrate reading strategies aloud (self-guided questions (factual and inferential), predictions, etc.) Review Plot diagram, types of characters, and methods of characterization.</i>	<b>Weeks 1 &amp; 2</b> <i>Basic analysis of information test: (Focus on author's purpose, also examining supporting details.) Annotation skills</i>	<b>Weeks 1</b> <i>Theatre History Mini Lesson and Mini-lesson on Shakespeare</i>
<b>Week 3-5</b> <b>Reading-</b> Work through class novel Literary Devices (simile, hyperbole, alliteration, metaphor, personification, onomatopoeia, oxymoron)	<b>Week 3-5</b> <i>Work through minimum of three more short stories Irony (situational, dramatic, verbal) Plot Diagram</i>	<b>Week 3-5</b> <i>Rhetoric (ethos, pathos, logos; appropriate diction/syntax) Using factual support to back claims explicitly</i>	<b>Weeks 2-5</b> <i>Romeo and Juliet Review poetic terms Recognize poetry terms in text</i>

Point of View Conflict (internal and external) <b>Writing-</b> Paragraph Portfolio (Paragraphs 1-3): Introducing and finding strongest evidence. <i>MLA Citations</i>	<i>Types of characterization and character types</i> <b>Writing-</b> Write Characterization essay <i>MLA Citations</i>	<i>Justification of Pro/Con Sources</i> <i>Rhetoric/Speech Project</i>	<i>Poetic forms and Sonnet</i> <i>Foil Characters</i> <i>Review Irony (3 types)</i> <i>Comedic Relief</i> <i>Multi-Genre Project</i>
<b>Weeks 6-10</b> <i>Reflect on novel</i> <i>Final Paragraph of Portfolio</i> <i>Symbolism</i> <i>Theme</i> <i>Theme Analysis Project</i> <i>Grammar (capitalization, commas, compound and complex sentences)</i>	<b>Weeks 6-10</b> <i>Work through two additional short stories.</i> <i>Character</i> <i>Scrapbook project</i> <i>(Focus on character background, culture, and values analysis)</i>	<b>Weeks 6-10</b> <i>Publishing research and Organization of research as argument.</i> <i>Review MLA Citations</i> <i>Focus on connecting claims and support</i> <i>avoiding Plagiarism</i>  <a href="#">**Research Paper Requirements</a>	<b>Weeks 6-10</b>  <i>Narrative Writing (dialogue, imagery, plot and character development, theme). Optional presentation of multi-genre projects.</i>

<b><u>Standards:</u></b> RL.CI.9–10.2; RL.IT.9–10.3; W.AW.9–10.1; SL.UM.9–10.5; L.VL.9-10.3; L.VL.9-10.4.A	<b><u>Standards</u></b> RL.CR.9–10.1; RL.IT.9–10.3.; RL.PP.9–10.5.; W.AW.9–10.1.; SL.UM.9–10.5.; L.SS.9–10.1; L.VL.9-10.3; L.VL.9-10.4.A	<b><u>Standards</u></b> RI.CR.9–10.1; RI.CR.9–10.2; RI.CR.9–10.6; W.AW.9–10.1; W.AW.9–10.5; W.AW.9–10.6; SL.PI.9–10.1; SL.PI.9–10.4; L.SS.9–10.2	<b><u>Standards</u></b> RL.CR.9–10.1; RL.CR.9–10.2; RL.CR.9–10.3; W.NW.9–10.3; W.RW.9–10.7; SL.II.9–10.2; L.SS.9–10.2
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