

Canyon Crest Academy: English 9 Honors

Level of Difficulty	Estimated Homework	Prerequisites
<input type="checkbox"/> Moderate <input type="checkbox"/> Difficult <input checked="" type="checkbox"/> Very Difficult	30-60 minutes	<u>District</u> none <u>Department</u> It is recommended that a student enrolling in English 9 Honors received no lower than a "B " in Honors English 8 or no lower than an "A" in English 8.

Course Description

English 9 Honors is a one term course with a focus on various genres of literature with a central theme of "The Individual and Society." Students will be reading and studying novels, expository texts, short stories, autobiographies, drama, and poetry. Honor students will be expected to possess independent critical thinking skills and to function at a faster pace, as more works of literature will be covered. Students will be challenged and given the opportunity for continued growth in their practical language skills through meaningful class discussions, journal prompts, essay writing, creative projects, oral presentations and theater arts. Students will continue to use and practice grammar, punctuation, and vocabulary skills. With an understanding of the fundamentals of literary analysis, students will be able to construct a multi-paragraph essay as well as experiment with other essay forms and modes. The writing focus is designed to prepare students for the SAT, CAHSEE, and college level writing requirements. Students will develop critical thinking skills based on teacher modeling and will apply them to assignments independently and in cooperative, learning groups.

NOTE: Homework frequently includes reading and often writing. Homework lengths will differ according to the student's reading level and writing proficiency.

Necessary skills: Upon entering the course, students should possess the following skills:

- Thorough comprehension & critical analysis of grade-level text
- Critiquing non-fiction & expository text
- Writing critical analysis essays
- Develop main ideas with supporting concrete evidence
- Construct a thesis that presents an educated argument and connects thematic ideas
- Use parallelism to present items in a series
- Logically support perspectives & judgments with convincing evidence
- Deliver well-planned presentations with sophisticated use of varied sentence types
- Consistent use of parallelism to present items in a series
- Consistent use of subordination, coordination, apposition to indicate relationship between ideas
- Consistent use of standard punctuation, spelling and capitalization

Description of a 9th Grade Honors Student:

- Curricular area is his/her gift or passion – strong, experienced, avid reader
- Interests lie in careers related to curricular area
- Exceptional work ethic, self-motivated
- Masters concepts quickly; requires fast-paced, rigorous curriculum

Loves the challenges of complex, critical-thinking problems; can solve them without assistance and can often take them to a higher level without being asked; thrives on “non-routine” problems

- Is inquiry-driven in particular curricular area; asks “Why?” and “What if...?”; wants to know or figure out the theory behind the concept
- Divergent thinker may come up with own problem-solving methods in subject area
- Seeks competitive classroom environment as a medium for critical reading, intensive writing, and thought-provoking discussion of literature
- Keeps a well-organized notebook, takes detailed notes, and works well in cooperative learning groups.

Performance Objectives: Students will be able to demonstrate mastery in the following areas:

- Comprehension & analysis of grade-level text (fiction and non-fiction material)
- Creating clear and coherent writing (clearly stated thesis, presentation of argument, develop of main ideas with appropriate evidence, synthetic conclusion)
- Evaluating the credibility of an author's argument
- Blending quotations & textual evidence within their work
- Timed Writing of On-Demand essays
- Creating multi-media presentations, using a wide variety of technology

Workload Expectations for a 9th Grade Honors English Student:

(NOTE: Individual work depends on the length and involvement of the assignment, project, essay, group project, etc.)

- 4-6 major literary works (i.e novels, autobiographies) or units (i.e. poetry, short stories)—being assigned 30-50 pages of reading for each class period (note: when work is being studied/so not every night.)
- 2-4 pages of written response to the literary works/units
- 2 or more multi-draft essays – research, process pieces, and in-class / take home drafts; timed writings or in-class writings (including essay tests and practice for the SAT/CAHSEE); projects (group or individual)
- 4-8 timed writings (including essay tests)
- 1-2 projects (group or individual)

Works Typically Read:

Anthology (short stories / poetry)

Lord of the Flies

Black Boy

Of Mice and Men

Romeo and Juliet

The Odyssey (full text)

Antigone

A Tale of Two Cities

Sample Essay Prompt:

The Odyssey: Odysseus is frequently described in the epic poem as “the man who is never at a loss.” Discuss how his ability to think his way through adversity is symbolic of man’s intellectual dominance. Concentrate on how his life can be seen as a symbolic representation of mankind’s urge to know, understand, and rule the universe.

Grading

Syllabus Link

Supplemental Information

10 credits

Meets high school graduation requirement for English

Meets UC/CSU subject area "b" requirement