

Curriculum Guide 9th Grade Honors and Regular English

Unit 1: Agreement

Biblical Worldview Essential Questions

All language comes from God. How can we honor God through our language?

2-3 weeks

LA9H.4, LA9H.5

| Objectives | Methods | Resources | Assessment |
|--|---|---|--|
| The students will: <ul style="list-style-type: none">• Identify and correct problems with subject/verb agreement• Identify and produce each verb tense and form• Identify and correct common verb tense errors• Identify and produce active and passive voice• Identify and correct problems with pronoun/ antecedent agreement• Identify and correct common pronoun/ antecedent errors | <ul style="list-style-type: none">• Lecture• Class discussion• Practice exercises and worksheets from ch. 23-25 | <ul style="list-style-type: none">• Textbook: Prentice Hall <i>Writing and Grammar (Gold Level)</i> ch. 23-25 | <ul style="list-style-type: none">• Teacher-made quizzes over ch. 23-25• Teacher-made test over unit• Completion of worksheets• Participation in class discussion• Various essays, reports, and papers throughout the year |

Unit 2: Sentences

Biblical Worldview Essential Questions

How can we honor God with our written word?

2-3 weeks

LA9H.4, LA9H.5, LA9H.8

| Objectives | Methods | Resources | Assessment |
|--|--|--|---|
| The students will: <ul style="list-style-type: none">• Learn to use commas correctly in a sentence• Correct comma mistakes• Identify the 4 types of sentence structure• Identify and correct fragments and run-ons• Use commas correctly in their own writing• Eliminate fragments and run-ons from their own writing | <ul style="list-style-type: none">• Lecture• Class discussion• Practice exercises and worksheets from ch. 21, 22, 29• Proofreading• Paragraph writing• Peer-editing | <ul style="list-style-type: none">• Textbook: Prentice Hall <i>Writing and Grammar (Gold Level)</i> ch. 21, 22, 29• Paragraphs from <i>Phunny Stuph: Proofreading Exercises with a Sense of Humor</i> | <ul style="list-style-type: none">• Teacher-made quizzes over ch. 21, 22, 29• Completion of worksheets• Teacher-made test over unit• Participation in class discussion• Various essays, reports, and papers throughout the year |

Unit 3: Daily Sentence Editing

Biblical Worldview Essential Questions

How can we as Christians help others?

M,T,TH, from August to November (approx. 12 weeks)

LA9H.4, LA9H.5, LA9H.8

| Objectives | Methods | Resources | Assessment |
|---|---|--|--|
| The students will: <ul style="list-style-type: none">• Identify and correct common usage errors | <ul style="list-style-type: none">• Teacher-made notes and worksheets | <ul style="list-style-type: none">• Textbook: Prentice Hall <i>Writing and Grammar (Gold Level)</i> ch. 27 | <ul style="list-style-type: none">• Teacher-made quizzes over worksheets |

Unit 4: Narrative Poetry

Biblical Worldview Essential Questions

How can we see Christian elements in the poems we analyze?

2-2 ½ weeks

LA9H.1, LA9H.2, LA9H.10

| Objectives | Methods | Resources | Assessment |
|---|---|--|--|
| The students will: <ul style="list-style-type: none">• Analyze the reasons why we study literature• Know basic information about poets from the unit• Define and identify terms associated with narrative poetry• Define and explain the characteristics of narrative poetry• Perform a dramatic reading in groups of <i>The Death of the Highwayman</i>• Understand the legends associated with King Arthur• Perform a skit summarizing <i>Gareth and Lynette</i> from <i>The Idylls of the King</i>• Discuss the differences between the Biblical accounts of Hell | <ul style="list-style-type: none">• Lecture• Class discussion• Reading aloud and silently• Answering questions about each poem | <ul style="list-style-type: none">• Textbook: <i>World Literature Vol. 4, 3rd ed.</i> | <ul style="list-style-type: none">• Participation in class discussion• Teacher-made rubrics for dramatic reading and skit• Teacher-made test over unit |

| | | | |
|--------------------------------|--|--|--|
| and Dante' s <i>Inferno</i> | | | |
|--------------------------------|--|--|--|

Unit 5: Short Story

Biblical Worldview Essential Questions

What tones and themes in the selections we read show Christ?

2 weeks

LA9H.1, LA9H.2, LA9H.10

| Objectives | Methods | Resources | Assessment |
|---|--|--|--|
| The students will: <ul style="list-style-type: none">• Identify and define terms associated with short stories• Know basic information about authors from this unit• Know the basic plot of each short story• Conduct character analysis of the main characters of each short story• Discuss Poe and Hawthorne's ideas about man's sinfulness and how it relates to their writing | <ul style="list-style-type: none">• Lecture• Class discussion• Reading aloud and silently• Answering questions about each story | <ul style="list-style-type: none">• Textbook: <i>World Literature Vol. 4, 3rd ed.</i> | <ul style="list-style-type: none">• Participation in class discussion• Completion of comprehension questions about each story• Teacher-made test over unit |

Unit 6: *Lord of the Flies*

Biblical Worldview Essential Questions

How does conflict play a part in a Christian's life?

God is the provider for all of our needs.

How does one deal with division?

4 weeks

LA9H.1, LA9H.2, LA9H.10

| Objectives | Methods | Resources | Assessment |
|---|---|--|--|
| The students will: <ul style="list-style-type: none">• Understand the historical setting of the book• Comprehend the basic plot of the novel• Examine themes, symbols, imagery, etc. present in the novel• Analyze major characters• Discuss what the novel reveals about man's depravity | <ul style="list-style-type: none">• Lecture• Class discussion• Reading aloud and silently• Answering questions about each chapter• Answering discussion questions in groups at the end of the novel | <ul style="list-style-type: none">• <i>The Lord of the Flies</i> by William Golding• Teacher-made worksheets and handouts | <ul style="list-style-type: none">• Teacher-made quizzes• Teacher-made test over the novel• Participation in class discussion• In-class journal assignments about the novel• Completion of teacher-made worksheets |

Unit 7: Poetry

Biblical Worldview Essential Questions

God is the creator of language.

How can poetry honor God?

1-1 ½ weeks

LA9H.1, LA9H.2, LA9H.10

| Objectives | Methods | Resources | Assessment |
|---|--|--|--|
| The students will: <ul style="list-style-type: none">• Examine different types of poetry and the elements that make them unique• Write 3 original poems mimicking 3 different styles of poems discussed in class | <ul style="list-style-type: none">• Lecture• Class discussion• Peer discussion and editing | <ul style="list-style-type: none">• Textbook: <i>World Literature Vol. 4, 3rd ed.</i>• Teacher-made handouts | <ul style="list-style-type: none">• Teacher-made quiz over poems and authors• Poetry book report—students will answer biographical and plot-related questions about a book <u>and</u> create 3 original poems dealing with themes, symbols, etc. of their books |

Unit 8: *The Odyssey*

Biblical Worldview Essential Questions

Can we compare Greek heroes with Biblical heroes?

Can Christians persevere?

4 weeks

LA9H.1, LA9H.2, LA9H.10

| Objectives | Methods | Resources | Assessment |
|--|---|--|---|
| <p>The students will:</p> <ul style="list-style-type: none">• Learn the basics of Greek mythology• Study the historical aspects of the poem and its author• Identify and analyze major characters• Understand the basic plot of the poem and create a timeline of events• Discuss the presence and characteristics of a “hero” in literature | <ul style="list-style-type: none">• Lecture• Class discussion• Reading aloud and silently• Answering questions about each book of the poem | <ul style="list-style-type: none">• Textbook: <i>World Literature</i> Vol. 4, 3rd ed.• Holt's <i>Elements of Literature</i> 3rd ed.• Teacher-made worksheets and handouts• Film: <i>The Odyssey</i> | <ul style="list-style-type: none">• Participation in class discussion• Teacher-made test over the poem• In-class journal assignments about the poem• Completion of teacher-made worksheets |

Unit 9: Persuasive Essay

Biblical Worldview Essential Questions

All writing should honor God.

5-6 weeks (occurring simultaneously with *The Odyssey*)

LA9H.5, LA9H.6, LA9H.7, LA9H.8, LA9H.10

| Objectives | Methods | Resources | Assessment |
|---|---|--|--|
| <p>The students will:</p> <ul style="list-style-type: none">• Understand how purpose and audience affect their writing• Study the characteristics of persuasive language• Learn the difference between informal and formal writing• Learn how to write a thesis statement• Develop the necessary skills for writing well-structured paragraphs• Learn how to write an effective introduction and conclusion• Develop the skills for proofreading their own work and the work of their peers | <ul style="list-style-type: none">• Lecture• Class discussion• Creating a portfolio of brainstorming, outlining, and drafting• One-on-one meetings with the teacher• Peer-editing | <ul style="list-style-type: none">• Textbook: Prentice Hall <i>Writing and Grammar (Gold Level)</i> ch. 12• Teacher-made handouts | <ul style="list-style-type: none">• Individual assessment of thesis, outline, rough draft and final draft• Overall assessment of process in their portfolio• Teacher-made rubrics for each portion of the assignment |

Unit 10: The Research Paper
All writing honors God.

6 weeks (occurring simultaneously with reading for Book Report)
LA9H.5, LA9H.7, LA9H.8, LA9H.9

| Objectives | Methods | Resources | Assessment |
|---|---|---|---|
| <p>The students will:</p> <ul style="list-style-type: none"> • Learn the process of writing a research paper in MLA format • Demonstrate their ability to find good sources and create note cards • Develop skills in gleaning information from their sources • Differentiate between paraphrasing and plagiarism • Learn to organize their information into an outline • Write a rough draft and final draft complete with in-paragraph citations and a correctly formatted bibliography page (MLA format) • Demonstrate their ability to edit their own writing • Use good grammar and spelling skills in their writing | <ul style="list-style-type: none"> • Lecture • Class discussion • One-on-one meetings with the teacher to discuss progress | <ul style="list-style-type: none"> • Textbook: Prentice Hall <i>Writing and Grammar (Gold Level)</i> ch. 12 • Teacher-made handouts | <ul style="list-style-type: none"> • Individual assessment of bibliography page, note cards, outline, rough draft and final draft • Teacher-made rubrics for each portion of the assignment |

Unit 11: *Romeo and Juliet*

Biblical Worldview Essential Questions

How do Christians deal with conflict and feuds?

6 weeks
LA9H.3, LA9H.10

| Objectives | Methods | Resources | Assessment |
|--|--|--|---|
| <p>The students will:</p> <ul style="list-style-type: none"> • Discuss relevant background information about Elizabethan Europe and Shakespeare • Identify and analyze major characters • Know basic plot information in each act • Identify major and important quotes • Define the term foreshadowing and analyze its use in the play • Learn approximately 12 vocabulary words from each act • Re-enact the balcony scene using their own dialogue or setting • Compare the Franco Zeffirelli film to the Baz Luhrmann film • Compare and contrast <i>Romeo and Juliet</i> with <i>West Side Story</i> | <ul style="list-style-type: none"> • Lecture • Class discussion • Reading aloud while re-enacting | <ul style="list-style-type: none"> • <i>Romeo and Juliet</i> by William Shakespeare • <i>Romeo and Juliet</i> by Franco Zeffirelli • <i>Romeo + Juliet</i> by Baz Luhrman • <i>West Side Story</i> by Leonard Bernstein • Teacher-made worksheets | <ul style="list-style-type: none"> • Teacher-made quizzes over each act • Teacher-made test over the unit • In-class journal assignments over the play • Teacher-made rubrics for balcony scene re-enactment • Completion of teacher-made worksheets |

Unit 13: Book Reports

Biblical Worldview Essential Questions

How does what we read honor God?

1st and 2nd quarter (approx. 9 weeks each and one with research paper 3rd quarter)

LA9H.5, LA9H.7, LA9H.8

| Objectives | Methods | Resources | Assessment |
|---|---|---|---|
| The students will: <ul style="list-style-type: none">• Choose a book from a teacher-made list• Examine the setting, characters, and plot of the book• Write a 1 ½-2 page book report about the book• Use correct MLA format• Use good grammar and spelling skills | <ul style="list-style-type: none">• Individual reading time in class• Teacher explanation and handouts | <ul style="list-style-type: none">• Library• Teacher-made handouts and book list | <ul style="list-style-type: none">• Evaluation of book report based on teacher-made rubrics |

Unit 14: Vocabulary

Biblical Worldview Essential Questions

How can God be honored through our use of words and language?

August-March (approx. 27 weeks)

LA9H.10

| Objectives | Methods | Resources | Assessment |
|--|--|---|---|
| The students will: <ul style="list-style-type: none">• Memorize the definitions of 300 words (15 units of 20 words each)• Recognize the meanings of new words through context clues• Choose the correct word for use in new words• Choose synonyms and antonyms for new words• Use a dictionary to find other forms of the new words | <ul style="list-style-type: none">• Individual weekly work in vocabulary workbooks | <ul style="list-style-type: none">• Sadler-Oxford Inc. <i>Vocabulary Workshop, Level D</i>• Dictionaries | <ul style="list-style-type: none">• Completion of workbook assignments• Weekly quizzes• Periodic cumulative review quizzes• Final Mastery Test |