

## 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

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

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

### 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

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

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

and Dante' s <i>Inferno</i>			
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## 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

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

**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**

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

## 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

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will:</p> <ul style="list-style-type: none"><li>• Examine different types of poetry and the elements that make them unique</li><li>• Write 3 original poems mimicking 3 different styles of poems discussed in class</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Class discussion</li><li>• Peer discussion and editing</li></ul>	<ul style="list-style-type: none"><li>• Textbook: <i>World Literature Vol. 4, 3<sup>rd</sup> ed.</i></li><li>• Teacher-made handouts</li></ul>	<ul style="list-style-type: none"><li>• Teacher-made quiz over poems and authors</li><li>• 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</li></ul>

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

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

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

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

## Unit 13: Book Reports

### Biblical Worldview Essential Questions

**How does what we read honor God?**

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

LA9H.5, LA9H.7, LA9H.8

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

## 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

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