

# *Wallenpaupack Area School District*

**COURSE:** English 9 CP

**GRADE LEVEL:** Ninth

**LENGTH OF COURSE:** 90 Days, 84 minutes blocks

**TEXT:** Literature: Timeless Voices, Timeless Themes (Gold)

**PUBLISHER:** Prentice Hall

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**COURSE DESCRIPTION:**

Designed for students entering the ninth grade, this quickly-paced, college preparatory course is literature based. This course includes literature appreciation and analysis, practical, analytical, and creative composition, library orientation, spelling, vocabulary, reinforcement of grammatical skills, and interpersonal communication

**CURRICULUM WRITING TEAM:**

Fred G. Garm  
Valerie A. Packer

**DATE OF REVISION:**

2004

# *Wallenpaupack Area School District*

**Course:** English 9 CP

**Grade Level:** Grade 9

**Unit:** Short Story

**PA Standards:** 1.1.1.A  
 1.1.1.B  
 1.1.1.C  
 1.1.1.D  
 1.1.1.E  
 1.1.1.G  
 1.3.11.A  
 1.3.11.B  
 1.3.11.C  
 1.3.11.F  
 1.6.11.A  
 1.6.11.B  
 1.6.11.D  
 1.6.11.E

**National Standards:** 1,2,3,9,11

<b>Topics:</b>	<b>Skills:</b>
<p>Core</p> <p>    "The Most Dangerous Game"</p> <p>    "The Secret Life of Walter Mitty"</p> <p>    "The Scarlet Ibis"</p> <p>    "The Interlopers"</p> <p>    "The Necklace"</p> <p>    "The Cask of Amontillado"</p> <p>Supplemental</p> <p>    Other selections from the text</p>	<p>Read and appreciate the short story</p> <p>Analyze the relationships and effectiveness of literary elements used by one or more authors in a similar genre (characterization, setting, plot, theme, point of view, tone and style)</p> <p>Analyze the effectiveness in terms of literary quality and author's use of literary devices</p> <ul style="list-style-type: none"> <li>• sound techniques</li> <li>• figurative language</li> <li>• literary structures</li> </ul> <p>Listen to selections of literature</p> <ul style="list-style-type: none"> <li>• relate to previous knowledge</li> <li>• take notes</li> <li>• identify conflicts and predict solutions (K-W-L charts)</li> <li>• ask relevant, clarifying questions</li> <li>• contribute to discussions</li> </ul> <p>Analyze and synthesize the selections by relating them to other selections heard or read</p> <p>Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships with other words</p>

## *Wallenpaupack Area School District*

<b>Activities:</b>	<b>Performance Assessments:</b>
<p>Read silently and aloud Define literary terms Write journal entries Complete K-W-L charts Write plot summaries Chart plot structures Write essay responses Discuss plot, character, theme, setting, etc. Discuss figurative device usage Complete group and individual projects Prepare oral presentations Listen to multimedia presentations (video/audio) Create posters Complete worksheets Engage in note-taking from mini-lectures, overhead and texts Write responses to comprehension, analysis, and critical reading questions</p>	<p>Journal/notebook assessments Written tests/quizzes (objective, essay) Oral presentations Written presentations Written reports Written stories Selection/unit tests Portfolios Written self-evaluations Group/individual presentations</p>

# Wallenpaupack Area School District

**Course:** English 9 CP

**Grade Level:** Grade 9

**Unit:** Nonfiction

**PA Standards:** 1.1.1.A  
1.1.1.B  
1.1.1.C  
1.1.1.D  
1.1.1.E  
1.1.1.G  
1.2.11.A  
1.3.11.A  
1.3.11.B  
1.3.11.F

**National Standards:** 1,2,3,7,8

<b>Topics:</b>	<b>Skills:</b>
<p>Core Autobiography: <u>Night</u> Essay: "I Have a Dream"</p> <p>Supplemental <u>The Narrative of the Life of Frederick Douglass</u> Other selections from the text</p>	<p>Comprehend and appreciate nonfiction texts Analyze nonfiction elements/structure Understand the influence of time period Develop critical thinking strategies and reading strategies to gain a fuller understanding of nonfiction</p> <ul style="list-style-type: none"> <li>• relate selection to previous knowledge</li> <li>• identify conflicts and predict solutions (K-W-L charts)</li> <li>• ask relevant, clarifying questions</li> <li>• contribute to discussions</li> </ul> <p>Differentiate fact from opinion Distinguish essential from nonessential content (paraphrasing/summarizing) Evaluate organization, content, and focus of texts Evaluate author's purpose and effectiveness Develop strategies for understanding and appreciating the author's style in a story identify and define new words and concepts</p>
<b>Activities:</b>	<b>Performance Assessments:</b>
<p>Read silently and aloud Define literary terms Write journal entries Complete K-W-L charts Write plot summaries Write essay responses Discuss literary elements and literary devices Complete group and individual projects Prepare oral presentations Listen to multimedia presentations</p>	<p>Journal/notebook assessments Written tests/quizzes (objective, essay) Oral presentations Written presentations Written reports Written stories Selection/unit tests Portfolios Written self-evaluations Group/individual presentations</p>

## *Wallenpaupack Area School District*

<b>Activities: (continued)</b>	
(video/audio) Create posters Complete worksheets Engage in note-taking from mini-lectures, overhead and texts Complete library research Respond to comprehension, analysis, and critical reading questions	

# Wallenpaupack Area School District

**Course:** English 9 CP

**Grade Level:** Grade 9

**Unit:** Drama

**PA Standards:** 1.1.1.A  
 1.1.1.B  
 1.1.1.C  
 1.1.1.D  
 1.1.1.E  
 1.3.11.A  
 1.3.11.B  
 1.3.11.C  
 1.3.11.E  
 1.3.11.F

**National Standards:** 1,2,3,6

<b>Topics:</b>	<b>Skills:</b>
Core <u>The Tragedy of Romeo and Juliet</u> <u>West Side Story</u> <u>The Miracle Worker</u>	Read and appreciate drama Understand the elements of drama Understand the dramatic structure Understand the difference between dramatic action and dramatic activity Develop critical thinking strategies and reading strategies to gain a fuller understanding of drama <ul style="list-style-type: none"> <li>• relate selection to previous knowledge</li> <li>• identify conflicts and predict solutions (K-W-L charts)</li> <li>• ask relevant, clarifying questions</li> <li>• contribute to discussions</li> </ul> Develop strategies for understanding and appreciating the playwright's techniques Develop an appreciation for the life and times of William Shakespeare Analyze and evaluate the characteristics of a tragic hero vs. an epic hero Analyze how playwrights use words to create tone and mood, and how choices of words advance the theme or purpose of the works
<b>Activities:</b>	<b>Performance Assessments:</b>
Read silently and aloud Write journal entries Participate in blind walk Complete K-W-L charts Write plot summaries Write essay responses Discuss literary elements and literary Complete group and individual projects Prepare oral presentations	Journal/notebook assessments Written tests/quizzes (objective, essay) Oral presentations Written presentations Written reports Selection/unit tests Portfolios Written self-evaluations Group presentations

## *Wallenpaupack Area School District*

<b>Activities: (continued)</b>	
Prepare written presentations Listen to multimedia presentations (video/audio) Create posters Complete worksheets Engage in note-taking from mini-lectures, overhead and texts Engage in library research Respond to comprehension, analysis, and critical reading questions Respond by oral interpretations	

# Wallenpaupack Area School District

**Course:** English 9 CP

**Grade Level:** Grade 9

**Unit:** Novel

**PA Standards:** 1.1.1.A  
1.1.1.B  
1.1.1.C  
1.1.1.D  
1.1.1.E  
1.1.1.G  
1.3.11.A  
1.3.11.B  
1.3.11.C  
1.3.11.F

**National Standards:** 1,2,3,9,11

<b>Topics:</b>	<b>Skills:</b>
<p>Core <u>Great Expectations</u> <u>The Pearl</u> or <u>Call of the Wild</u></p> <p>Supplemental <u>Adventures of Tom Sawyer</u> <u>Uncle Tom's Cabin</u></p>	<p>Read and appreciate the novels Identify, analyze and explain the types of novel</p> <p>Analyze the relationships, uses, and effectiveness of literary elements used by one or more authors in a similar genre (characterization, setting, plot, theme, point of view, tone and style)</p> <p>Analyze the effectiveness in terms of literary quality and author's use of literary devices</p> <ul style="list-style-type: none"><li>• sound techniques</li><li>• figurative language</li><li>• literary structures</li></ul> <p>Listen to selections of literature</p> <ul style="list-style-type: none"><li>• relate them to previous knowledge</li><li>• take notes</li><li>• identify conflicts and predict solutions</li><li>• ask relevant, clarifying questions</li><li>• contribute to discussions</li></ul> <p>Analyze and synthesize the selections by relating them to other selections heard or read</p> <p>Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships with other words</p>

## *Wallenpaupack Area School District*

<b>Activities:</b>	<b>Performance Assessments:</b>
<p>Read silently and aloud Define literary terms Write journal entries Write plot summaries Chart plot structures Write essay responses Discuss plot, character, theme, setting, etc. Discuss figurative device usage Complete group and individual projects Prepare oral presentations Listen to multimedia presentations (video/audio) Create posters Complete worksheets Engage in note-taking from mini-lectures, overhead and texts Respond to comprehension, analysis, and critical reading questions</p>	<p>Journal/notebook assessments Written tests/quizzes (objective, essay) Oral presentations Written presentations Written reports/stories Selection/unit tests Portfolios Written self-evaluations Group presentations Letters</p>

# Wallenpaupack Area School District

**Course:** English 9 CP

**Grade Level:** Grade 9

**Unit:** Poetry/Epic Poem

**PA Standards:** 1.1.1.A  
1.1.1.B  
1.1.1.C  
1.1.1.D  
1.1.1.E  
1.1.1.G  
1.3.11.A  
1.3.11.B  
1.3.11.C  
1.3.11.F

**National Standards:** 1,2,3,6

<b>Topics:</b>	<b>Skills:</b>
<p>Core <u>The Odyssey</u> Supplemental Other poems from the text</p>	<p>Read a variety of poetic forms Develop a familiarization with poetic terminology and devices</p> <ul style="list-style-type: none"> <li>• understand meter, rhythm, rhyme, and sound devices</li> <li>• identify and explain figurative language</li> <li>• identify and explain the function of poetic devices</li> </ul> <p>Read and understand an epic poem Understand the importance of time period and ideals of Greek and Roman society Identify, analyze, and explain literary elements of the epic Understand the epic structure Develop critical thinking strategies and reading strategies for understanding an epic Develop strategies for understanding and appreciating Homer's techniques Analyze and evaluate the characteristics of an epic hero vs. a tragic hero</p>
<b>Activities:</b>	<b>Performance Assessments:</b>
<p>Read silently and aloud Write journal entries Write plot summaries Chart plot structures Essay responses Discuss plot, character, theme, setting, etc. Discuss figurative device usage Group and individual projects Prepare oral presentations Multimedia presentations (video/audio)</p>	<p>Journal/notebook assessments Written tests/quizzes (objective, essay) Oral presentations Written presentations Written reports Independent poetry projects Selection/unit tests Portfolios Written self-evaluations Group presentations</p>

## *Wallenpaupack Area School District*

<b>Activities: (continued)</b>	<b>Performance: (continued)</b>
Posters Worksheets Practice group dynamic skills Note-taking from mini-lectures, overhead and texts Write responses to comprehension, analysis, and critical reading questions	Letters Detailed vacation projects

# *Wallenpaupack Area School District*

## **Additional Resources/Materials**

Call of the Wild

Great Expectations

Night

The Miracle Worker

West Side Story