Department: English
Course Title: English I
Course Number: 1001
Grade Level: 9
Length of Course: Year
Prerequisite: Successful completion of 8th grade English
UC/CSU(A-F) Requirement: B

I. Goals

The student will:

A. Develop the ability to independently read core works of literature

1. Demonstrate increased reading fluency (*Reading Standard 1.0*)
2. Demonstrate the ability to analyze informational materials (*Reading Standard 2.0*)
3. Demonstrate the ability to analyze literary concepts (*Reading Standard 3.0*)
4. Demonstrate an awareness of literary works and themes (*Reading Standard 3.0*)
5. Demonstrate knowledge of vocabulary commonly used in standard aptitude testing (*Reading Standard 1.0*)
6. Demonstrate awareness for the cultural significance of literature (*Reading Standard 3.0*)

B. Develop the ability to write and speak with a command of standard English conventions

1. Demonstrate the ability to identify and correctly use clauses, phrases, and mechanics of punctuation (*English Language Conventions Standard 1.0*)
2. Demonstrate the ability to understand sentence construction *(ELC Standard 1.0)*

3. Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction and syntax *(ELC Standard 1.0)*

4. Demonstrate the ability to produce legible work *(ELC Standard 1.0)*

C. Develop writing skills to compose coherent and focused essays that convey a well-defined perspective and tightly reasoned argument

1. Demonstrate the ability to write structured essays *(Writing Standard 1.0)*

2. Demonstrate the ability to conduct library research, using electronic media research, advanced publishing software and graphic programs *(Writing Standard 1.0)*

3. Demonstrate the ability to apply rhetorical strategies of narrative exposition, persuasion and descriptions to produce texts in a variety of genres *(Writing Standard 2.0)*

D. Deliver focused and coherent presentations conveying clear and distinct perspectives and solid reasoning

1. Demonstrate preplanning and organizational skills *(Listening and Speaking Standard 1.0)*

2. Demonstrate use of visual aids *(L & S Standard 1.0)*

3. Demonstrate appropriate poise and delivery *(L & S Standard 1.0)*

4. Demonstrate polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion and description *(L & S Standard 2.0)*

E. Develop the ability to listen

1. Demonstrate audience-decorum *(L & S Standard 1.0)*

2. Demonstrate ability to follow complex verbal directions *(L & S Standard 1.0)*

These goals are aligned with the California State English Framework.
## II. Outline of Content for Major Areas of Study

### Semester One

<table>
<thead>
<tr>
<th>Month/Theme</th>
<th>Reading (Literature &amp; Literary Terms)</th>
<th>Writing (Strategies &amp; Applications)</th>
<th>Writing (Language Conventions)</th>
<th>Reading (Vocabulary)</th>
<th>Listening/Speaking</th>
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| **August**             | ♦ Analyzing the short story “The Gift of the Magi,” “The Lady or the Tiger,” and/or “The Most Dangerous Game” (3.0)  
                          • Active reading strategies (3.0)                                                                  | ♦ Initial writing assessment: Personal expository essay (2.3)                                         | ♦ DOL (1.1,1.2)               | ♦ Vocabulary from text (1.3) | ♦ Large/small group discussions (1.3,2.3) |
| **The Short Story**    |                                                                                                       |                                                                                                     |                                |                      |                          |
| **September-October**  | ♦ Analyzing short story, poetry, informational materials, and essay selections from Nit One, Theme One in textbook (2.0, 3.0)  
                          • Literary terms (plot, character, foreshadowing, imagery, &                                         | ♦ Terms and structure of the response to literature essay (1.0,2.2)                                   | ♦ DOL (1.1,1.2)               | ♦ Vocabulary from text (1.3) | ♦ Large/small group discussions (1.3,2.3) |
| **Matters of Life and Death** |                                                                                                       |                                                                                                     |                                |                      |                          |

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*Note: DOL stands for Direct Observation of Learning.*
<p>| October-December | Power of Love | symbolisms)(3.0) | Core literature analysis: <em>Romeo and Juliet</em> (3.0) | Analyzing short story, poetry, informational materials, and essay selections from Unit Five, Theme Eleven in textbook (2.0, 3.0) | Literary terms (drama elements/tragedy/foil/villain)(3.0) | Writing the multi-paragraph response to literature essay based on <em>Romeo and Juliet</em> (1.1, 2.2) | DOL (1.1, 1.2) | Vocabulary from text (1.3) | Word origins/roots/stems (1.1, 1.2) | Vivid verb use (1.1, 1.2) | Large/small group discussions (1.3, 2.3) | Formal multimedia presentation (1.4, 1.8, 1.10, 2.1, 2.4) |</p>
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<td>January - March</td>
<td>♦ Core literature analysis: <em>To Kill a Mockingbird</em> (3.0)</td>
<td>♦ Terms and structure of the literary analysis essay (1.0, 2.2)</td>
<td>♦ DOL (1.1, 1.2)</td>
<td>♦ Vocabulary from text (1.3)</td>
<td>♦ Large/small group discussions (1.3, 2.3)</td>
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<td>♦ Analyzing short story, poetry, informational materials, and essay selections from Theme Four in textbook (2.0, 3.0)</td>
<td>♦ Writing the multi-paragraph essay of literary analysis based on <em>To Kill a Mockingbird</em> (1.1, 2.2) (1.0, 2.2)</td>
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<td></td>
<td>♦ Review literary terms (plot, character, foreshadowing, imagery, &amp; symbolism) (3.0)</td>
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<td>In the Face of Adversity</td>
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| April-June Journeys | ♦ Core literature analysis: *Odyssey* (3.0)  
♦ Analyzing short story, poetry, informational materials, and essay selections from Unit Five, Theme Eleven in textbook (2.0, 3.0)  
♦ Literary terms (epic poem, mythological allusions, imagery)(3.0) | ♦ Writing the multi-paragraph essay of literary analysis based on *Odyssey*1.1, 2.2)  
♦ Research writing (1.3-8) | ♦ DOL (1.1,1.2) | ♦ Vocabulary from text (1.3)  
♦ Word origins/roots/stems (1.1, 1.2)  
♦ Vivid verb use (1.1, 1.2) | ♦ Large/small group discussions (1.3,2.3)  
♦ Formal multimedia presentation (1.4,1.8,1.10, 2.1, 2.4) |
III. Accountability Determinants

A. Teacher-generated tests
B. English competency tests
C. State mandated tests
D. Daily work assessments
E. Teacher and District writing assessments
F. Projects and presentations

IV. Required Texts


V. Supplementary Literature

- *The Odyssey*
- *Romeo and Juliet*
- *To Kill a Mockingbird*
- *Bless the Beasts and Children*
- *Hiroshima*
- *The Hobbit*
- *Johnny Got His Gun*
- *Night*
- *One Day in the Life of Ivan Denisovich*
- *Summer of My German Soldier*