North Central High School  
Grade 9 English Curriculum (1 year course)  

**COURSE DESCRIPTION**  
English 9 encompasses a variety of language, grammar, writing, literature, reading, and speaking skills.  

**Writing:**  
The Simple 6 (focus on the topic, logical order, varied sentence patterns, exceptional supporting details, challenging vocabulary, audience) is used to assess writing assignments. The trait of CONVENTIONS (grammar, spelling, punctuation, capitalization, etc.) is a separate yet essential trait used to assess students’ writing. Students are introduced to the Simple 6 writing traits during elementary school, and the traits are reviewed at the beginning of this course. Prompt attacks are used as a prewriting tool for all writing assignments.

In this course, students are encouraged to write 1,000-1,500 words or more for each essay, which should always include 5 paragraphs with an introduction, body, and conclusion. The first sentence of the essay that grabs the reader’s attention is taught as the lead/hook. The end of the introduction is taught as the thesis, which previews the entire essay in one to two sentences. Concluding strategies are taught as well. Writing assignments range from autobiographical, expository, and creative writing to literary analysis, persuasion, and researched writing. Students practice using textual references to support their ideas and are taught proper MLA style and documentation for research papers/projects.

**Reading/Literature:**  
Students in English 9 read short stories (fiction and nonfiction), poetry, drama, and novels. Students identify and analyze elements of literature, develop vocabulary from contextual clues, and identify the author’s purpose and perspective.

**Speaking/Oral Communication:**  
Students research, create, and make presentations and become critical participants and listeners. Voice quality, volume, enunciation, and eye contact as well as effective description of content, correct grammar, usage, and challenging vocabulary are concepts students learn and practice through oral communication.

**Vocabulary, Journals, Accelerated Reader, STAR reader:**  
Throughout the course of the year, students will be introduced to 15 vocabulary terms per week (20 Daily lessons will be completed in order to develop a comprehensive and practical usage of each word. Students will then be quizzed on the words at the end of the week.

During the first semester, journals are completed during the first 5 minutes of class and assessed weekly. They build students’ prompt-writing skills and allow students to write in a relaxed setting that seeks creativity. Plus, it helps establish a working environment while the teacher takes attendance.

The Accelerated Reader (Renaissance) program evaluates students’ comprehension of a grade-level-appropriate novel. Students are required to find, read, and test over a novel every 9 weeks.
grading period. Students must select books at or above the 8th grade reading level (in order to accommodate all readers based on low numbers of 9th grade level books and large numbers of 8th grade level books).

The Star Reader program evaluates students’ progress throughout the year regarding the eight Indiana State Standards (see below). This assessment is given electronically at least twice a semester, preferably three times a semester.

INDIANA STATE CORE STANDARDS: Grade 9
The following core standards describe the body of linguistic understandings and competencies that all students should learn.

CORE 1 STANDARD

READING: Word Recognition, Fluency, and Vocabulary Development
Students are introduced to and assessed over new vocabulary terms each week throughout the year. They learn in a variety of ways, from studying the roots, using context clues, and by correctly using the terms in sentences and speech.

CORE 2 STANDARD

READING: Comprehension and Analysis of Nonfiction and Informational Text
Students read and understand grade-level-appropriate material. In addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.

CORE 3 STANDARD

READING: Comprehension and Analysis of Literary Text
Students read and respond to grade-level-appropriate historically or culturally significant works of literature. Students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

CORE 4 STANDARD

WRITING: Processes and Features
Students discuss ideas for writing with other writers. Students learn processes of writing by studying each step and understanding how each step relates to the next. Students progress through these stages of the writing process (prewriting, writing, editing, and revising). This standard leads directly to Standard 5—Writing Applications.

CORE 5 STANDARD

WRITING: Applications (Different Types of Writing and Their Characteristics)
Students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,000 to 1,500 words or more). Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research,
organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

**CORE 6 STANDARD**

**WRITING: English Language Conventions**
Students write using Standard English conventions.

**CORE 7 STANDARD**

**LISTENING AND SPEAKING: Skills, Strategies, and Applications**
Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing. These skills are taught both as an individual presenter and a group presenter.

**COURSE MATERIALS--Text, Novels, and Films**

**Literature from Prentice Hall Literature Book:**

**Short Stories:**
- “The Cask of Amontillado” by Edgar Allan Poe
- “The Secret Life of Walter Mitty” by James Thurber
- “If I Forget Thee, Oh Earth” by Arthur C. Clarke
- “The Most Dangerous Game” by Richard Connell
- “The Gift of the Magi” by O. Henry
- “The Interlopers” by Saki
- “The Necklace” by Guy de Maupassant
- “Three Skeleton Key” by George G. Toudouze
- “The Red-headed League” by Sir Arthur Conan Doyle

**Nonfiction:**
- “I Have a Dream” by Martin Luther King, Jr.

**Drama:**
- *The Tragedy of Romeo and Juliet* by William Shakespeare

**Epic Poetry:**
- *The Odyssey* by Homer

**Literature (short stories) from other sources:**
- “Cold Equations” by Tom Godwin
- “The Pedestrian” by Ray Bradbury

**Novels:**
- *To Kill A Mockingbird* by Harper Lee

Students Select Based on Interest and/or Reading Level:
- *The Outsiders* by S.E. Hinton
- *Toxin* by Robin Cook
- *The Carolina Way* by Dean Smith
- *The Left Hand of Darkness* by Ursula K. Le Guin
- *Practical Magic* by Alice Hoffman
- *Farewell to Manzanar* by Jeanne Wakatsuki Houston

Films:
- *Romeo & Juliet* (1968)
- *The Odyssey* (1999)
- *The Most Dangerous Game* (1932)
- *Dead Poet’s Society* (1989)

**COURSE ASSESSMENTS**
- Participation in class discussions, note taking, and daily activities
- Group and individual projects
- Oral presentations
- Quizzes and unit tests/exams covering grammar, literature, vocabulary, and writing guidelines/techniques
- Journals
- Accelerated Reader tests (Renaissance)
- Essays
- Final exams

**UNITS OF INSTRUCTION**
- Grammar and writing skills (yearly)
- Vocabulary (weekly)
- Poetry, poetry terms, and creative writing (1st semester)
- Short stories and literature terms (1st semester)
- Drama and drama terms (2nd semester)
- Novel study (1st and 2nd semester)
- Research papers (2nd semester)

**UNIT DESCRIPTIONS AND STANDARDS**
Grammar and Writing Units
All grammar units are derived from Glencoe/McGraw-Hill’s *Grammar and Language Workbook: Grade 9* (Grade 9 English Standards 4, 6)

Students will:
- identify parts of speech
- identify and practice correct punctuation
- identify and use phrases and clauses
- distinguish between and use homonyms, homophones, etc.
- use parallelism
• identify and correct fragments and run-ons
• identify and use modifiers
• identify and use correct and consistent verb tense
• identify and use different types of pronouns and correct pronoun-antecedent agreement
• use proper MLA style and documentation
• review the Simple 6 writing traits and practice scoring writing samples
• write essays based on various topics, keeping the Simple 6 writing traits in mind
• write and edit expository essays, using correct grammar and language conventions
• write journals to encourage thoughtful expression

Poetry Unit
(Grade 9 Standards 1, 3, 7)
Students will:
• read (aloud and silently), discuss, identify, and analyze different types of poetry (from literature book or Internet)
• learn and identify poetry terms/devices and figurative language
• write and recite poetry, using poetic devices and figurative language
• write original poems (based on various formats) and create a themed collection
• analyze and respond to lyrics from a song
• take a poetry unit exam

Short Stories Unit: See above for a list of short stories
(Grade 9 Standards 1, 3, 4, 5, 6, 7)
Students will:
• read (aloud), discuss, and analyze a variety of short stories
• discuss and analyze the plot and characters’ motivations and reactions
• learn and study contextual vocabulary
• learn, discuss, identify, and chart literature devices used in the stories
• write and/or present/debate literary analyses of and responses to characters and events using textual references
• write a persuasive response, use visual aids, and become a critical listener
• take vocabulary quizzes
• take a short story unit exam

Novel Units: *To Kill A Mockingbird*, Novel Selection (listed above)
(Grade 9 Standards 1, 3, 4, 6, 7)
Students will:
• read (aloud and silently), discuss, and analyze the plot and motivations and reactions of characters
• learn and study contextual vocabulary
• identify and discuss elements of literature / literary devices
• analyze the historical and cultural context surrounding the novel
• write and/or present responses to literature which analyze themes, literary devices, characterization, and real world applications
• take unit exams

Drama Units: *The Tragedy of Romeo and Juliet*
Students will:
- read (aloud), discuss, and analyze the motivations and reactions of characters
- learn and identify elements of drama
- learn and study contextual vocabulary
- use graphics organizers to summarize and better comprehend dramatic events
- study the Elizabethan time period
- write a literary response or analysis using textual references
- take a drama unit exam

Epic Poetry Units: The Odyssey
(Grade 9 Standards 1, 3, 4)
Students will:
- read (aloud), discuss, and analyze the motivations and reactions of characters
- learn and identify elements of drama
- learn and study contextual vocabulary
- use graphics organizers to summarize and better comprehend dramatic events
- use knowledge of mythology (Greek, Roman, and other mythologies) to understand the origin and meaning of new words
- analyze and compare figurative language in The Odyssey

Research Project Units: Informative Research Paper
(Grade 9 Standards 2, 4, 6, 7)
Students will:
- choose a topic (these vary each year) to research
- conduct research using written sources and reliable online sources
- organize ideas using graphic organizers, outlines, or note cards
- write and edit a narrowly-focused research paper about a famous person
- use correct grammar and language conventions
- use correct MLA style and documentation
- conduct research using written sources and reliable online sources
- organize ideas using graphic organizers, outlines, or note cards
- write and edit a persuasive paper
- use correct grammar and language conventions
- use correct MLA style and documentation
- transfer paper into power point slides, adding visual aids
- present persuasive slides using visual aids and effective voice, persuasive strategies, and command of the subject matter