Course Title: College Prep English 9 Honors	**Length of Course:** 30 cycles
Grade Level(s): 9	**Periods Per Cycle:** 6
Units of Credit: 1	**Length of Period:** 43 minutes
Classification: Required	**Total Instructional Time:** 129 hours

Course Description

This course offers a similar structural approach as that of *College Prep English 9* (see below) but will require further in-depth analysis of the literature, a more extensive written output, and a greater understanding of grammatical structure. **Prerequisite: Honors Program criteria**

College Prep English 9 focuses on developing communication skills necessary for post-secondary education. *College Prep English 9* is a survey of the following literary genres: short story, drama, epic poetry, and the novel. Particular emphasis is placed upon the various literary elements of fiction. Composition includes topic sentence and paragraph development, expository and narrative writing, response to literature and journal writing. Vocabulary development, grammar, and oral communication are also emphasized.

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers	Independent Reading	Constructed Response
Teacher Demonstrations	Homework	Timed Essay Response
Guided Individual Practice	Flexible Groups	SAT Reading and Writing Practice
Guided Group Practice		

Assessments

Quizzes	Essays	Group Projects
Tests	Research Paper	Homework Checks
Journals	Independent Project	Common Final

Materials/Resources

Elements of Literature: Level 3
Holt, Rinehart and Winston

Elements of Language: Level 3
Holt, Rinehart and Winston

Adopted: 4/17/91
Revised: 9/3/91; 8/19/92; 6/22/94; 8/19/98; 10/04; 8/16/10; 5/19/14

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Honors Extension Semester Project	**Objectives:** • Students will read an extra novel each semester and synthesize information from the two sources. • Students will use proper MLA formatting and citations. **Standards:** CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.9-10.H Write with a sharp, distinct focus identifying topic, task, and audience. (Introduce the precise claim.) CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Mystery Novel	Objectives: • Read and comprehend the mystery. • Infer information about characters and events when meaning is not explicitly stated. • Discuss elements of mystery. • Cite evidence that supports themes. • Identify imagery. • Analyze flashbacks. • Analyze static and dynamic characters. • Critique the use of foreshadowing to build suspense. PA Core Standards: CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9–10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect. CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Elements of Setting and Conflict	Objectives: • Discover how setting is conveyed through description. • Determine the type of conflict experienced by the characters. • Analyze events in a sequence. • Identify and analyze the main idea and supporting details in informational texts. • Analyze author's purpose. Standards: CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9–10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Elements of Plot	Objectives: • Understand foreshadowing and suspense. • Make predictions. • Visualization techniques for plot events. • Identify elements of plot. • Analyze cause-and-effect. • Generate relevant research questions after reading about an issue. • Analyze informational text. • Summarize non-fiction. Standards: CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Personal Narrative	Objectives: • Compare plot and setting across genres. • Understand and analyze suspense. • Analyze sequence of events. • Analyze main idea, audience, and purpose. • Analyze author's purpose. Standards: CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Narrative and Voice	Objectives: • Contrast different points of view and explain how they affect the overall theme. • Identify characteristics of unreliable narrator. • Identify verbal, situational, and dramatic irony. • Analyze texts using biographical information, style, historical context, and narrator. • Analyze an author's style and draw conclusions. • Use reference aids, and understand denotation and connotation. • Compare literary works and themes. • Synthesize information. • Identify main idea and supporting details. • Compare and contrast texts. • Make connections. • Draw conclusions. Standards: CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Narrative and Voice (continued)	CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

Content/Key Concepts	**Objectives/Standards**
Dystopian Novel	Objectives: • Understand and analyze mood. • Visualize a text. • Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone, and style. • Identify main themes. • Discuss science fiction elements. • Identify symbolism. • Analyze concepts of conformity and rebellion. • Discuss concepts of utopian / dystopian society. • Assess the importance of propaganda in the story and investigate the history of censorship. Standards: CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Elements of Character	Objectives: • Analyze characters and characterization, paying special attention to different types, dialogue, actions, motives, conflict, and interactions. • Make inferences about character motivations. • Analyze the main idea, audience, and purpose, and demonstrate word knowledge. • Identify direct and indirect characterization. • Analyze mood. • Compare characters across genres. Standards: CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Symbolism and Irony	Objectives: • Analyze literary devices with a focus on irony and symbols. • Interpret cause-and-effect relationships. • Understand and analyze theme and voice. • Explain character motivations. • Predict plot events and outcomes. Standards: CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.9–10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Epic Poetry and Mythology	Objectives: • Identify characteristics of epic poetry and myth, including the epic hero cycle, external and internal conflicts, and character traits. • Read and comprehend setting, plot, theme, point of view, tone, and style. • Paraphrase and summarize the epic poem and myths. • Compare and contrast across genres. • Discuss and identify the characteristics of oral tradition. Standards: CC.1.2.9–10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Drama	Objectives: • Analyze characteristics of tragedy and elements of drama. • Identify and analyze the use of figurative language. • Identify and evaluate themes. • Read aloud, paraphrase, make inferences, make predictions, and analyze cause-and-effect relationships. • Identify and analyze elements of drama, including monologue, soliloquy, dialogue, stage directions, dramatic irony, scene design, conflict, and suspense. • Read and analyze primary and secondary sources. Standards: CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Literature Circles	Objectives: • Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. • Draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, and word identification strategies. Standards: CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Vocabulary	Objectives: • Understand and utilize context clues. • Prepare for the SAT and Keystone Exam vocabulary questions. • Increase reading vocabulary and comprehension. Standards: CC.1.2.9–10.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.9–10.J Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Grammar	Objectives: • Write complete sentences (by avoiding sentence fragments and run-ons). • Understand and identify basic sentence patters, such as compound and complex. • Identify and correctly use parts of speech. • Identify and correctly use homophones and commonly confused words. Standards: CC.1.3.9–10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.9–10.F and CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Writing	Objectives: • Write accurate and inclusive summaries. • Write expository and informative passages. • Accurately develop topic sentences. • Accurately develop paragraphs. • Create constructed responses to literature that earns the maximum score on the Keystone Exams. • Utilize the basics of avoiding plagiarism. • Correctly cite Internet sources. • Use logical notes to clarify the understanding of texts. Standards: CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.9–10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.1.2.9–10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Speaking and Listening Skills	Objectives: • Identify and develop public speaking skills. • Support ideas and answers in discussions with evidence from texts and class activities. • Listen to other students' responses. Standards: CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.