



NINTH GRADE LITERATURE & COMPOSITION HONORS

COURSE SYLLABUS 2011 2012

MRS KOHANIM

CONTACT INFORMATION

The best way to contact me is through my email. Because I am in the classroom all day, phone contact is difficult for me. If you would like to schedule a conference, my office hours are from 6 AM until 6 PM, Monday through Thursday by appointment.

Email: kohanimj@fultonschools.org **If you plan to email me, please include your name and your student's name.**

Parents: To check on student grades, please visit: <https://hac.fultonschools.org/homeaccess/>

COURSE DESCRIPTION

In 2004 the Georgia Department of Education adopted new Georgia Performance Standards for grades 9-12. Consistent with state curriculum, the Fulton County Schools English language arts curriculum implementation aligns with state standards. The content standards for this course are clustered by strands: **Reading and Literature, Reading Across the Curriculum, Conventions, Writing, and Listening/Speaking/Viewing.** These standards are listed on page of this syllabus.

Ninth Grade Literature and Composition will continue to build on the reading and language curriculum established in middle school. Throughout this year-long course, students will have opportunities to develop and expand their knowledge of literature and language and demonstrate their mastery level of new learning through performance tasks and assessments. At the completion of this course, students will take the Ninth Grade End-of-Course Test required by state law.

Reading and Literature

Focusing on a study of literary genres, students develop an understanding of the way the form of a work of literature affects the meaning of that work. Students will read, interpret, and analyze informational material such as memoirs, biographies, and autobiographies. They will also analyze themes and structure in fiction, including short stories, novels, drama and contemporary and canonical poems. Through extensive reading, students will acquire new vocabulary specific to the study of literature and apply that knowledge in their writing.

Reading Across the Curriculum

To encourage students to become life-long readers, the curriculum includes standards that address both academic and personal habits of reading. Students will read approximately one million words per year from a variety of subject disciplines including language arts. In the English language arts classroom, students will learn the vocabulary of literature, writing, and listening, speaking, and viewing.

Writing

Technical writing is the focus for ninth grade; however, students will continue to produce narrative, informational, and persuasive writings. Students will practice timed writings and continue to use the stages of the writing process to develop compositions and writings that demonstrate an understanding of tone, point of view, style, organization, author's purpose, and audience. Students will continue to use research and technology to support reading and writing.

Conventions

Students will increase their knowledge of the conventions of language in reading, writing, and speaking. They will demonstrate their control of the rules of English, focusing on clauses, punctuation, and sentence construction, and usage. They will also apply their knowledge of the conventions of format when producing technical writing, workplace writing, and research based papers.

Listening/Speaking/Viewing

Students will continue to develop their critical listening skills. Through presentations and interactions with the teacher and other students, they will apply effective speaking techniques in small and large group settings. The viewing standards will enable students to develop media literacy skills through the careful examination of contemporary texts including television, radio, film productions, and electronic media.

COURSE TEXTS

Cost:

Prentice Hall Literature: Timeless Voices, Timeless Themes: Gold Level
Assorted supplemental novels

Replacement

\$65.00
 \$12.00



GEORGIA PERFORMANCE STANDARDS

The following Georgia Performance Standards (GPS) apply for this 9th Grade Literature and Composition Class. For additional details, please see <http://www.georgiastandards.org>

ELA9RL1 The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

ELA9RL2 The student identifies, analyzes, and applies knowledge of theme in literary works from various genres and provides evidence from the works to support understanding.

ELA9RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

ELA9RC2 The student participates in discussions related to curricular learning in all subject areas.

ELA9RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA9W4 The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.

ELA9C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA9C2 The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.

ELA9RL3 The student deepens understanding of literary works by relating them to contemporary context or historical background.

ELA9RL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in sophisticated literary works. The student composes essays, narratives, poems, or technical documents.

ELA9RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA9RC4 The student establishes a context for information acquired by reading across subject areas.

ELA9W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.

ELA9W2 The student demonstrates competence in a variety of genres.

ELA9W3 The student uses research and technology to support writing.

ELA9LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA9LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

CLASSROOM RULES (Respectful – Responsible - Ready)

1. All school policies and rules printed in the School Agenda will be enforced in the classroom.
2. At all times, students and teachers will treat each other with mutual respect.
3. Fully seated by the time the tardy bell rings. (**1st violation = warning, 2nd violation = detention + call home, 3rd violation = detention + office referral**).
4. All materials must be brought daily – Notebook paper, notebook with required dividers, writing utensils, and Prentice Hall Literature book and/or any other supplemental book required for that day.
5. Absolutely no food and only water to drink allowed in class. Gum will be tolerated if it is discrete.
6. No hall passes will be issued the first ten or the last ten minutes of class. Passes to leave class will be written only for emergencies. Your hall pass is in your agenda. Bring it with you daily. **Failure to comply with any of the preceding guidelines may result in time out, calls home, private detention, or, as a last resort, referral to the appropriate administrator.**

ABSENCES AND MAKE-UP WORK

In case of absence, the student is responsible for making up all of his or her work. Again, it is the **student's responsibility** to make up any work missed during an absence. Credit will be given for make-up work according to published school policy in the school handbook. Students will arrange to make up missed tests and quizzes within **one week** after returning to school except in cases of extended absence. Students should refer to chshub.com/teacher/kohanij when returning from an absence. **Make-ups must be scheduled with the teacher in advance.** See contact information above.

LATE WORK

Because turning in work late is a bad habit, which ultimately leads to low or failing grades and is to be avoided, the following policies will be observed:

- Homework and daily assignments are due upon request as assigned; **homework/ daily work will NOT be accepted late.** They are due at the beginning of class, not the end, and students will not be excused from class to get homework from a locker/ backpack. Come to class with homework completed, in hand.
- Late penalties of one letter grade per day will apply to major writing assignments as outlined by instructor. Assignments more than one week late will NOT be accepted.
- Papers and work done on personal or school owned computers is not excused late because of technical or mechanical failures with computers. The work will be considered late and reduced by one letter grade (10 points) for no more than five days (50 points).

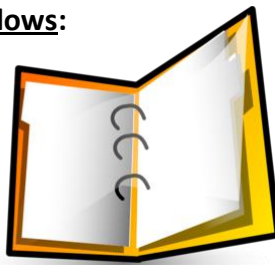
REQUIRED MATERIALS

Being successful in school, just like in the business world, requires that the correct materials be available for use. Students must bring to class daily:

- In order for students to achieve the greatest success in this course, they must come to class prepared. Students must bring the following materials to class **EVERY DAY**:
 - **Paper, pen, and textbook daily**
 - **Agenda**

A 2 inch 3-ring binder with 5 dividers labeled as follows:

- Syllabus and Admin. (ADMIN)
- Daily Grammar Practice (DGP)
- Literary Notes/ Handouts (NOTES)
- Reading Logs/ QuickWrites (QW)
- Returned Work (WORK)



GRADING

Grades will be based on the total points received out of total possible, weighted by category. Approximate Category Values:

Tests	25%	In accordance with Fulton County Board of Education policy, grades are assigned as follows: A = 90-100% B = 80-89% C = 70-79% F = 0-69%
Compositions/Speeches/ Long term projects	30%	
Homework/reading logs	15%	
Daily Work (in-class writing, quizzes, class participation etc...)	15%	
Final Exam/EOCT (if applicable)	15%	

RECOVERY POLICY AT CENTENNIAL HIGH SCHOOL

Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance.

Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.

Teachers will determine when and how students with extenuating circumstances may improve their grades.

ENGLISH DEPARTMENT PLAGIARISM STATEMENT

Plagiarism is the use of another's words or ideas and the presentation of them as though they were entirely one's own. Acts of plagiarism might include, but are not limited to:

- using words or ideas from a published source without proper documentation
- using the work of another student (e.g. copying homework, composition, or project)
- using excessive editing suggestions of another student, teacher, parent or paid editor

Students learn to write well by doing just that, writing. Struggling independently through the writing process produces growth (as well as a certain amount of agony), and eventually the student's own voice. When well-meaning parents, siblings, tutors, or others contribute their ideas, words, phrases, revisions, etc. to students' writing, student writers miss the opportunity to achieve literary self-reliance.

A Note about "Excessive Editing": What is helping, but is NOT excessive editing? The answer is: questioning and cueing. For example: "Is this word strong enough? Interesting enough? Specific enough?" "Can you think of another word that word fit better?" "Does this sentence seem awkward?" "What exactly do you mean?" "I don't understand what you are trying to say here; can you say it more clearly?" "This sentence has a powerful verb; can you find one as powerful for that other sentence?" These kinds of questions and statements allow the students to think and write independently. Students should be allowed to achieve their own voices and to develop their own writing skills.

Plagiarism on any project or paper will result in a zero for the assignment and an Honor Code Violation. Unless strictly stipulated by the teacher, collaboration on written work is not acceptable. Students who willingly provide other students with access to their work are in violation of the Honor Code.

UNIT INFORMATION

Units are organized by theme which is addressed through the overarching Essential Question (EQ) and daily Skill Based Questions (SBQs). Each unit will include a composition and a test. Additionally, students will be responsible for a weekly spelling quizzes and daily grammar practices.

<p>Ongoing standards through all units: (through weekly vocabulary, grammar practice, and writing assignments, ABR, etc)</p> <p>ELA9RL5: A. uses knowledge of Greek and Latin prefixes, suffixes, and roots B. uses general dictionaries, specialized dictionaries, thesauruses, or related references</p> <p>ELA9RC1: A. student reads 25 grade level books from a variety of genres and disciplines</p> <p>ELA9RC3: A. student demonstrates an understanding of contextual vocabulary B. uses content vocabulary in speaking and writing C. explores understanding of new words found in subject area texts</p> <p>ELA9W2: A. student uses appropriate vocabulary, tone, and style B. student uses varied levels of language</p>	<p>ELA9W4: A. student plans and drafts independently B. student revises writing to improve the logic and coherence C. student revises writing for specific audiences and purposes D. student revises writing to sharpen the precision of word choice E. student edits writing to improve word choice, grammar, and punctuation</p> <p>ELA9C1: A. student demonstrates an understanding of proper English usage, sentence and paragraph structure, diction, and syntax</p> <p>ELA9C2: A. student produces writing that conforms to appropriate manuscript requirements B. student produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization</p> <p>ELA9LSV1: A. student responds to adult initiated topics B. student volunteers contributions and responds when directly solicited by teacher</p>
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UNIT PLAN and ESSENTIAL/ SKILL-BASED QUESTIONS

❖ **INTRO UNIT: Grammar & Writing: (EQ) What is the language of power and does it affect the power of language?**

GPS STANDARDS: ELA9RL1, ELA9RL5, ELA9RC1, ELA9W1, ELA9C1, ELA9C2, ELA9LSV1, ELA9LSV2

SKILL BASED QUESTIONS: (SBQ's)

Writing / Presenting
<p><input type="checkbox"/> Can you employ group decision making techniques?</p> <p><input type="checkbox"/> Can you divide labor to achieve a goal in a group?</p> <p><input type="checkbox"/> Do you use basic structural elements, such as claim, data, and warrant?</p> <p><input type="checkbox"/> Can you alter your own voice when writing for different audiences?</p> <p><input type="checkbox"/> Can you write appropriately in different genres?</p> <p><input type="checkbox"/> Do you use correct spelling, punctuation and capitalization in your writing?</p> <p><input type="checkbox"/> When you revise, do you check for sentence variety, use of phrases and clauses, and parallel structure?</p> <p><input type="checkbox"/> Can you convey important information and details in both formal and informal presentations which support a clear position?</p>

Literary Selections: *Jabberwocky* by Lewis Carroll;

❖ Nonfiction and Memoir: Essential Question: (EQ) What can we learn about ourselves by studying the lives of others?

GPS STANDARDS: ELA9RL1, ELA9RL3, ELA9RL4, ELA9RL5, ELA9RC1, ELA9RC2, ELA9RC3, ELA9RC4, ELA9W1, ELA9W2, ELA9W3, ELA9W4, ELA9C1, ELA9C2, ELA9LSV1, ELA9LSV2

SKILL BASED QUESTIONS: (SBQ's)

Reading / Viewing	Literary Analysis	Writing / Presenting
<input type="checkbox"/> Have you discovered what strategies you use to read proficiently? <input type="checkbox"/> Can you evaluate the main structure and features of different types of writing? <input type="checkbox"/> Can you recognize the difference between memoir, biography, autobiography, and news article? <input type="checkbox"/> Can you see how a text represents the human struggle, and how it is influenced by its historical and cultural perspective?	<input type="checkbox"/> Can you identify elements which help to create meaning in different types of non-fiction? <input type="checkbox"/> Do you understand how an author might shift his language, word choice, and other elements depending on his audience? <input type="checkbox"/> Can you use objective criteria to evaluate and explain critical opinions of a text? <input type="checkbox"/> Can you analyze what audience an author was addressing, as well as the purpose of a text, by the use of literary elements like style, diction, figurative language?	<input type="checkbox"/> Do you use basic structural elements, such as claim, data, and warrant? <input type="checkbox"/> Can you alter your own voice when writing for different audiences? <input type="checkbox"/> When revising, do you look for controlling ideas, clarity, and logic? <input type="checkbox"/> Can you write appropriately in different genres? <input type="checkbox"/> Do you use correct spelling, punctuation and capitalization in your writing? <input type="checkbox"/> When you revise, do you check for sentence variety, use of phrases and clauses, and parallel structure? <input type="checkbox"/> Can you convey important information and details in both formal and informal presentations which support a clear position?

Literary Selections:

- "BBC; Childhood Obesity"
 - "Man in the Water" (article and video)
 - "JFK speech at Rice College"
 - "'Cows on Parade' find sweet home in Chicago"
 - *A Step From Heaven* An Na
 - from "A White House Diary"
 - "Rosa Parks: My Story"
 - Various news articles
- Compositions:**
- *CDW paragraphs*
 - *Memoir*

❖ Nonfiction and Media: Essential Question: (EQ) What purpose does persuasion have in society?

GPS STANDARDS: ELA9RL1, ELA9RL3, ELA9RL4, ELA9RL5, ELA9RC1, ELA9RC2, ELA9RC3, ELA9RC4, ELA9W1, ELA9W2, ELA9W3, ELA9W4, ELA9C1, ELA9C2, ELA9LSV1, ELA9LSV2

SKILL BASED QUESTIONS: (SBQ's)

Reading / Viewing	Literary Analysis	Writing / Presenting
<input type="checkbox"/> Have you discovered what strategies you use to view media proficiently? <input type="checkbox"/> Can you evaluate the main structure and features of different types of advertisements? <input type="checkbox"/> Can you find the meaning of words using effective methods of discovery? <input type="checkbox"/> Can you identify how advertising uses camera angles, and language to influence the audience? <input type="checkbox"/> Can you see how persuasive techniques try to associate with the audience?	<input type="checkbox"/> Can you identify elements which help to create meaning in different types of media? <input type="checkbox"/> Do you understand how an author might shift his language, word choice, and other elements depending on his audience? <input type="checkbox"/> Can you use objective criteria to evaluate and explain critical opinions of a film/ print ad? <input type="checkbox"/> Can you analyze what audience an author was addressing, as well as the purpose of a text, by the use of literary elements like lighting, , figurative language? <input type="checkbox"/> Can you discuss ways stated and implied meanings are conveyed in text and non-print media? <input type="checkbox"/> Can you find appropriate support/resources to achieve a specific purpose like persuasion, informing, and explaining?	<input type="checkbox"/> Do you use basic structural elements, such as claim, data, and warrant? <input type="checkbox"/> Can you use technology to publish? <input type="checkbox"/> Can you articulate what your purpose is and who your audience is for an assignment? <input type="checkbox"/> Can you write a three-pronged thesis statement? <input type="checkbox"/> Can you provide quality support for a position with anecdotes, descriptions, statistics, and examples? <input type="checkbox"/> Can you write an essay with an engaging introduction, developed body with relevant ideas, and a conclusion with a call to action? <input type="checkbox"/> Can you create an outline? <input type="checkbox"/> When revising, can you rearrange or revise in order to achieve your desired tone, and to enhance your meaning? <input type="checkbox"/> Can you analyze logical fallacies like bandwagon, testimonials, generalities, and circular reasoning? <input type="checkbox"/> Can you write an effective persuasive essay using the CDW formula?

Literary Selections:

- Rockwell: New Television Antennae
 - Advertisements from the Duke University: John W Hartman Center
 - <http://library.duke.edu/digitalcollections/adaccess/>
 - *Current.com advertisement* OR
 - *Persuasive News Presentation*
- Compositions:**
- *Persuasive Essay*

❖ **The Novel: Essential Question (EQ): What truths would be lost if there were no fiction?**

GPS STANDARDS: ELA9RL1, ELA9RL2, ELA9RL3, ELA9RC1, ELA9RC2, ELA9RC3, ELA9RC4, ELA9W1, ELA9W2, ELA9W3, ELA9W4, ELA9C1, ELA9C2, ELA9LSV1, ELA9LSV2

SKILL BASED QUESTIONS (SBQs):

Reading / Viewing	Literary Analysis	Writing / Presenting
<input type="checkbox"/> Can you identify appropriate reading strategies to use with texts of varying lengths? <input type="checkbox"/> Can you evaluate the main structures and features of different types of writing? <input type="checkbox"/> Can you evaluate and interpret a text to understand implied main ideas and draw conclusions?	<input type="checkbox"/> Can you explain how fiction informs our view of reality? <input type="checkbox"/> Can you evaluate how an author’s historical period and culture affect the meaning of a piece? <input type="checkbox"/> Can you identify themes that go beyond the culture or time period of an author? <input type="checkbox"/> Are you able to identify a character’s internal and external motivations? <input type="checkbox"/> Can you see how literary elements create theme?	<input type="checkbox"/> Can you distinguish between formal and informal writing conventions? <input type="checkbox"/> Can you alter your own voice when writing for different audiences? <input type="checkbox"/> Can you identify sufficient textual support and include that support in the essay? <input type="checkbox"/> Can you cite appropriate sources when necessary? <input type="checkbox"/> When revising, do you have a controlling idea and logical traditions?

Literary Selection:

- *Fahrenheit 451*
- *1984*
- *Animal Farm*

Compositions:

- *Multi-Genre paper (group/ individual)*
- *Annotation*
- *CDW paragraphs*

❖ **The Short Story: Essential Question (EQ) Why is conflict a motivating factor in human behavior?**

GPS STANDARDS: ELA9RL1, ELA9RL3, ELA9RL5, ELA9RC1, ELA9RC2, ELA9RC3, ELA9RC4, ELA9W1, ELA9W2, ELA9W4, ELA9C1, ELA9C2, ELA9LSV1

SKILL BASED QUESTIONS (SBQs):

Reading/Viewing	Literary Analysis	Writing/Presenting						
<input type="checkbox"/> Do you understand what a proficient reader does to be successful? <input type="checkbox"/> Can you see how a text represents the human struggle, and how it is influenced by its historical and cultural perspective? <input type="checkbox"/> Can you evaluate and interpret a text so you can understand implied main ideas and draw conclusions? <input type="checkbox"/> Can you connect the texts we are reading to experiences from life? <input type="checkbox"/> Can you identify how a text is important to you, the community, and the world?	<input type="checkbox"/> Do you understand how the structure and elements of fiction affect the meaning in a short story or novel? <input type="checkbox"/> Can you identify themes that go beyond the culture or time period of an author? <input type="checkbox"/> Can you evaluate how an author’s historical period and culture affect the meaning of a piece? <input type="checkbox"/> Are you able to identify a character’s internal and external motivations? <input type="checkbox"/> Are you aware of the affect shifting genres has on a texts connections, themes, and characters?	<input type="checkbox"/> Can you work alone or in a group to develop ideas appropriate for a specific writing task? <input type="checkbox"/> Can you write a thesis statement which includes a controlling idea? <input type="checkbox"/> Can you choose a style that is appropriate for a specific audience and task? <input type="checkbox"/> Can you write appropriately in different genres using appropriate principles? <input type="checkbox"/> Can you use figurative language appropriately to create imagery in the reader’s mind? <input type="checkbox"/> When revising, do you delete, add, or modify information to meet the needs of the audience?						
		<table border="1"> <thead> <tr> <th>ELEMENTS</th> <th>Foreshadowing</th> <th>Mood</th> </tr> </thead> <tbody> <tr> <td>Diction Point of view irony</td> <td>Theme Setting</td> <td>Tone Character - development</td> </tr> </tbody> </table>	ELEMENTS	Foreshadowing	Mood	Diction Point of view irony	Theme Setting	Tone Character - development
ELEMENTS	Foreshadowing	Mood						
Diction Point of view irony	Theme Setting	Tone Character - development						

Literary Selections:

- “The Cask of Amontillado”
- “The Most Dangerous Game”
- “The Interlopers”
- “The Scarlet Ibis”

- “The Secret Life of Walter Mitty”
- “The Necklace”

Compositions:

- CDW paragraph and plot diagram
- Demonstrative Short Story using elements listed above

Poetry: What makes a poem a poem?

GPS STANDARDS: ELA9RL1, ELA9RL3, ELA9RL5, ELA9RC1, ELA9RC2, ELA9RC3, ELA9RC4, ELA9W4, ELA9C1, ELA9C2, ELA9LSV1, ELA9LSV2

SKILL BASED QUESTIONS (SBQs):

Reading/Viewing	Literary Analysis	Writing/Presenting
<input type="checkbox"/> Can you use appropriate strategies when reading poetry? <input type="checkbox"/> While reading poetry, can you identify different literary elements?	<input type="checkbox"/> Can you explain how structure contributes to poetry? <input type="checkbox"/> Can you analyze different styles of poetry affect the reader? <input type="checkbox"/> Can you describe the ways a poet creates value by using sound devices, imagery, and figurative language?	<input type="checkbox"/> Can you read a poem aloud with appropriate pacing and emphasis? <input type="checkbox"/> Can you use verbal communication and visual elements to address an audience? <input type="checkbox"/> Can you create poetry that mimics a poet’s style? <input type="checkbox"/> Can you create an original poem with your own voice?

Literary Selections:

- “Hey Joe” Jimi Hendrix
- Various poems from www.myfavoritepoem.org
- “Identity” Julio Noboa Polanco
- “Dog’s Death” John Updike
- “I like to see it lap the miles” Emily Dickinson
- “Lamb/ Tyger” William Blake
- “The Raven”
- “Sonnet 30”
- “Sonnet 18”
- Poetry Unzipped
- Excerpt from “the Congo” by Vachel Lindsay
- Excerpts from the *Odyssey*

Composition:

- CDW Paragraph
- Poetry Explication
- Original poem

❖ Drama: Essential Question (EQ): What causes people to do things to extremes?

GPS STANDARDS: ELA9RL1, ELA9RL2, ELA9RC1, ELA9RC2, ELA9RC3, ELA9RC4, ELA9W1, ELA9W2, ELA9W3, ELA9W4, ELA9C1, ELA9C2, ELA9LSV1, ELA9LSV2

SKILL BASED QUESTIONS (SBQs):

Reading/Viewing	Literary Analysis	Writing/Presenting
<input type="checkbox"/> Can you use appropriate strategies when reading drama? <input type="checkbox"/> When reading drama, can you use dialogue to gather information about characters? <input type="checkbox"/> Can you use appropriate strategies when reading Shakespearean/Elizabethan language? <input type="checkbox"/> Can you use dialogue and stage directions to visualize setting and action?	<input type="checkbox"/> Can you identify the main conflict and its causes? <input type="checkbox"/> Can you identify how the structure of the drama contributes to plot development? <input type="checkbox"/> Can you identify universal themes in drama? <input type="checkbox"/> Are you able to identify character’s internal and external motivations?	<input type="checkbox"/> Can you read a drama aloud with appropriate pacing and emphasis? <input type="checkbox"/> Can you write informally about literature drawing from text and previous knowledge? <input type="checkbox"/> When revising, do you check for sentence variety, appropriate usage of phrases and clauses, and parallel structure?

Literary Selections: Text and film versions of Romeo and Juliet as well as Midsummer Night’s Dream

❖ Research: Essential Question (EQ): The Inquiry Process: What meaning can be made from inquiry? **

GPS STANDARDS: ELA9W1, ELA9W2, ELA9W3, ELA9W4, ELA9C1, ELA9C2, ELA9LSV1, ELA9LSV2

SKILL BASED QUESTIONS (SBQs):

Reading	Writing / Presenting	Inquiry / Research
Process: <input type="checkbox"/> Have you expanded your reading habits by critically examining various sources? Application: <input type="checkbox"/> Can you find appropriate and adequate texts to support to achieve the goal of explaining a process to an audience?	Process: <input type="checkbox"/> Do you include appropriate support when necessary in your writing? <input type="checkbox"/> Can you write a thesis statement which contains one controlling idea? <input type="checkbox"/> Can you provide quality support for the thesis with specific examples? Application: <input type="checkbox"/> Can you write a research-based technical text?	Inquiry: <input type="checkbox"/> Can you generate questions for an expository topic? <input type="checkbox"/> Can you create a plan to find necessary information? <input type="checkbox"/> Can you alter your plan while in the research process? Process: <input type="checkbox"/> Can you identify appropriate sources for persuasive investigation? <input type="checkbox"/> Can you evaluate whether a source is appropriate or not? <input type="checkbox"/> Do you know the difference in subjective and objective points of view, and can you determine the value of each? Presentation: <input type="checkbox"/> Can you select an appropriate means to convey the information for your topic? <input type="checkbox"/> Can you use multiple presentation tools to present your information to the appropriate audience? <input type="checkbox"/> Do you integrate quotations and citations into written and oral communications without interrupting the flow of ideas? <input type="checkbox"/> Do you use proper MLA formatting?

**** The composition for this unit is worth TWO paper grades.**



For your first TWO homework grades, you need to

1. Go to chshub.com/teacher/kohanimj, print your *first homework assignment*, sign, have your parent/ guardian sign and return it; and

2. detach the last page of this packet, sign, have your parent/ guardian sign and return it. This is due no later than two days after entering the class.

HOMEWORK GRADE 1: STUDENT: GO TO chshub.com/teacher/kohanimj AND SET UP ACCOUNT. PRINT AND SIGN YOUR FIRST HOMEWORK ASSIGNMENT (GET YOUR PARENTS' SIGNATURE ON IT AS WELL.

THIS IS YOUR FIRST HOMEWORK GRADE:

HOMEWORK GRADE 2: DETACH THIS PAGE FROM YOUR SYLLABUS AND RETURN NO LATER THAN _____

THIS IS YOUR SECOND HOMEWORK GRADE:

**REMEMBER NO LATE
HOMEWORK IS
ACCEPTED!**

STUDENT NAME: (print) _____ class period: _____

Parents of 9th Grade Literature and Composition Honors students,

Welcome to Centennial High School. I am looking forward to a productive year with your student. The 9th grade year is a time of transition and challenge for most students and parental involvement is essential. Please take the time and carefully read and sign this syllabus with your child. I also request that **parents** provide an e-mail address. Students, this is the first homework grade, so return this form!

Please keep the attached syllabus for your records and use the [contact information](#) on the first page as needed. We hope to have a great year!

I have received and read the syllabus for this course. I understand NO late homework is accepted in this class and that all assignments are posted on chshub.com/teacher/kohanimj. I also understand that a late penalty of 10% will be deducted on all compositions and no late compositions/ projects will be accepted after one week.

Signature of student

Date

Signature of parent

Date

Parent e-mail



