

**Ninth Grade English
Survey of Literature - Honors**

CONTENT/THEME	SUGGESTED RESOURCES	CORE GOALS/SKILLS	ASSESSMENT
Satire	<p>George Orwell <i>Animal Farm</i></p> <p>Mark Twain <i>Puddin'head Wilson</i></p> <p>George Bernard Shaw <i>Arms and the Man</i></p> <p>Saki <i>"The Interlopers"</i></p>	<p>Recognize components, devices, examples and purposes of satire</p> <p>Understand relationship with political and historical contexts</p> <p>Understand the content, both literal and inferential</p> <p>Define terminology and identify examples</p> <p>Utilize strategies for reading literature</p> <p>Academic Standards for Reading, Writing, Speaking, and Listening: 1.1, 1.2, 1.3, 1.6</p>	<p>Assessments may include but are not limited to: Objective Tests</p> <p>Subjective Tests and Essay Short answer Timed essay Take-home essay</p> <p><i>Writing will focus on synthesis of direct quotations and analysis of satire as it relates to historical context</i></p> <p>Oral presentation</p> <p>Collaborative or Individual projects</p>
Epic	<p>Homer <i>The Odyssey</i></p> <p>From <i>Beowulf</i></p> <p>Edna St. Vincent Millay <i>"An Ancient Gesture"</i></p> <p>Margaret Atwood <i>"Siren Song"</i></p> <p>Constantine Cavafy <i>"Ithaca"</i></p> <p>Jim Lovell and Jeffrey Kluger From <i>Lost Moon: The Perilous Voyage of Apollo 13</i></p>	<p>Identify epic conventions</p> <p>Identify major themes of epics</p> <p>Identify the characteristics and qualities of an epic hero</p> <p>Identify how the epic reflects the time period</p> <p>Define terminology and identify examples</p> <p>Understand the content, both literal and inferential</p> <p>Academic Standards for Reading, Writing, Speaking, and Listening: 1.1, 1.2, 1.3, 1.6</p>	<p>Assessments may include but are not limited to: Objective Tests</p> <p>Subjective Tests and Essay Short answer Timed essay Take-home essay Research-based essay</p> <p><i>Writing will focus on synthesis of direct quotations, analysis of epic convention, comparison and contrast of the two representative works of the epic genre and their characters, themes, and structure</i></p> <p>Oral presentation</p>

**Ninth Grade English
Survey of Literature - Honors**

			Culminating project to be determined by individual instructor
Drama: Tragedy	<p>Shakespeare <i>Romeo and Juliet</i></p> <p>Arthur Laurents <i>West Side Story</i></p> <p>Thornton Wilder <i>Our Town</i></p>	<p>Analyze characters</p> <p>Study Shakespearean language</p> <p>Match terminology and examples with definitions</p> <p>Identify and recognize characteristics and elements of drama and tragedy</p> <p>Understand the content, both literal and inferential</p> <p>Academic Standards for Reading, Writing, Speaking, and Listening: 1.1, 1.2, 1.3, 1.6</p>	<p>Assessments may include but are not limited to:</p> <p>Objective Tests</p> <p>Subjective Tests and Essay</p> <p>Short answer</p> <p>Timed essay</p> <p>Take-home essay</p> <p><i>Writing will focus on synthesis of direct quotations, analysis of character in the form of both a persona piece and an original dramatic dialogue, and comparison and contrast of tragic elements in older and more contemporary works</i></p> <p>Oral presentation</p> <p>Culminating project to be determined by individual instructor</p>

**Ninth Grade English
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Comedy	Shakespearean Comedy - TBD	Analyze characters Study Shakespearean language Match terminology and examples with definitions Identify and recognize characteristics and elements of comedy Understand the content, both literal and inferential Academic Standards for Reading, Writing, Speaking, and Listening: 1.1, 1.2, 1.3, 1.6	Assessments may include but are not limited to: Objective Tests Subjective Tests and Essay Short answer Timed essay Take-home essay <i>Writing will focus on synthesis of direct quotations, analysis of the efficacy of comedic devices and the ability of comedy to endure over time</i> Oral presentation Culminating project to be determined by individual instructor
Nonfiction	Isaac Bashevis Singer “The Washwoman” Lady Bird Johnson from <i>A White House Diary</i> Rudolfo A. Anaya “A Celebration of Grandfathers” John McPhee “Arthur Ashe Remembered” Lorraine Hansberry “On Summer”	Characterize the narrative and reflective essays Identify literary terms Identify author’s attitude and tone Match terminology and examples with definitions Identify and recognize characteristics and elements of nonfiction text Understand the content, both literal and inferential Academic Standards for Reading, Writing, Speaking, and Listening: 1.1, 1.2, 1.3, 1.6	Assessments may include but are not limited to: Objective Tests Subjective Tests and Essay Short answer Timed essay Take-home essay <i>Writing will focus on synthesis of direct quotations and analysis and synthesis of common thematic motifs in narrative and reflective essays</i> Culminating project to be determined by individual instructor

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Short Story	<p>Toni Cade Bambara “Blues Ain’t No Mockingbird”</p> <p>Amy Tan “Rules of the Game”</p> <p>Cynthia Rylant “Checkouts”</p> <p>Guy de Maupassant “The Necklace”</p> <p>Mark Twain “The Invalid’s Story”</p>	<p>Identify literary terms</p> <p>Identify author’s attitude and tone</p> <p>Match terminology and examples with definitions</p> <p>Identify and recognize characteristics and elements of short story</p> <p>Understand the content, both literal and inferential</p> <p>Academic Standards for Reading, Writing, Speaking, and Listening: 1.1, 1.2, 1.3, 1.6</p>	<p>Assessments may include but are not limited to:</p> <p>Objective Tests</p> <p>Subjective Tests and Essay</p> <p>Short answer</p> <p>Timed essay</p> <p>Take-home essay</p> <p><i>Writing will focus on synthesis of direct quotations, analysis of short story elements, and comparison and contrast of author's tone and theme</i></p> <p>Culminating project to be determined by individual instructor</p>
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Short Story, Cont.	<p>Anton Chekhov “The Inspector General”</p> <p>Richard Connell “The Most Dangerous Game”</p> <p>Shirley Jackson “The Lottery”</p> <p>Leslie Marmon Silko “The Man to Send Rain Clouds”</p> <p>Daphne du Maurier “The Birds”</p> <p>James Hurst “The Scarlet Ibis”</p>		

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<p>Optional If time permits</p> <p>Poetry</p>	<p>Selections from the Anthology and/or Teacher Materials</p>	<p>Match poetic terms and examples with definitions</p> <p>Match poetic devices and examples with definitions</p> <p>Understand the content, both literal and inferential</p> <p>Academic Standards for Reading, Writing, Speaking, and Listening: 1.1, 1.2, 1.3, 1.6</p>	<p>Assessments may include but are not limited to: Objective Tests</p> <p>Subjective Tests and Essay Short answer Timed essay Take-home essay</p> <p><i>Writing will focus on synthesis of direct quotations, explication of individual works, analysis of poetic device, and comparison and contrast of common thematic motifs</i></p> <p>Culminating project to be determined by individual instructor</p>
<p>Grammar</p>	<p><i>Kennett High School Grammar Book 1, Language Network series, and teacher-generated materials</i></p> <ul style="list-style-type: none"> • Parts of speech • Parts of sentence • Phrases • Clauses • Sentence types • Sentence combining • Diagramming 	<p>Utilize grammar instruction in student writing</p> <p>Academic Standards for Reading, Writing, Speaking, and Listening: 1.5</p>	<p>Show mastery in teacher quizzes and tests</p> <p>Apply concepts in student writing</p>
<p>Writing</p>	<p>Teacher- and department-generated materials</p> <p><i>MLA Handbook</i></p> <p>PSSA materials as available</p>	<p>Understand and demonstrate expository and analytical writing process</p> <p>Conform to MLA standards</p> <p>Academic Standards for Reading, Writing, Speaking, and Listening: 1.4, 1.5, 1.8</p>	<p>Produce representative examples</p>

**Ninth Grade English
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Vocabulary	Vocabulary Workshop G	<p>Identify words in context</p> <p>Utilize new vocabulary in speech and writing</p> <p>Recognize vocabulary words in outside reading</p> <p>Enhance vocabulary mastery as it relates to PSSA and SAT domain scoring</p> <p>Academic Standards for Reading, Writing, Speaking, and Listening: 1.7</p>	<p>Complete student workbook and teacher quizzes</p> <p>Apply new vocabulary to student writing</p>

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Summer Reading	Required titles: John Steinbeck: <i>The Red Pony</i> <i>Of Mice and Men</i> <i>The Pearl</i>	Transition students to next grade Introduce new literature themes Maintain reading skills throughout the summer months Academic Standards for Reading, Writing, Speaking, and Listening: 1.1	Complete objective test during first week of school Complete subjective measure during first marking period