

Course Syllabus

Name of Course: English 9

Grade Level: 9th

School: Oak Ridge High School

Please list any major assignments and/or projects that will be completed during the course. Major assignments are defined as assignments that integrate multiple standards and/or are worth significant points towards the final course grade and/or span multiple days to complete.

Major Assignments: Expository essays, Argumentative essays and/or speeches, Narrative essays, Vocabulary in context, Unit Tests, Performance-based assessments

Texts covered (choices from the following):

Odyssey

To Kill a Mockingbird

Great Expectations

Romeo and Juliet

Historical speeches

Seven Habits of Highly Effective Teens

Poetry and short stories that tie into thematic elements studied

Field Trips: None

How can parents access instructional materials? Student course calendars, syllabi, assignments, and documents will be available through Skyward and Canvas

Freshman English Teachers: Kayla Gass,, Leslie Shelton, Jammie Robin, Sheila Morton, Bill Stebbins
English 9 Pacing Guide

Guiding Theme: Identity—What does it mean to have identity and purpose?

Term 1	Standards
<ul style="list-style-type: none"> · Summer reading · Short stories, Poetry, and non-fiction to develop common themes · Synthesis/Evaluative of fiction and non-fiction, paragraph and essay length · Narrative writing modeled after Summer Reading and assessed using the TN Narrative Writing Rubric 	<p>9-10 RL KID 1, 2, 3, 4, 5, 6, and 7 9-10 RI KID 1, 2, 3, 4, 5, 9 9-10 W TTP 2, 3, PDW 4, 5, 6, RBPK 8, 9 9-10 L CSE 2, KL 3, VAU 4, VAU 5 9-10 SL CC 1, PKI 4</p>
Term 2	Standards

<ul style="list-style-type: none"> · Speeches from historical canon and analysis of rhetorical devices through annotation, discussion, informal and formal writing · Non-fiction /fiction --supplemented to develop common themes · Rhetorical analysis—paragraph to essay length · Argumentative and Expository Writing – paragraph to essay length using speeches and informational text assessed using the TN Expository and Argumentative Writing Rubrics 	<p>9-10.RI.KID.1, 2, 3, CS.4, 5, 6, IKI.7, 8, 9 9-10.W.TTP.1, 2, PDW.4, 5, RBPK.9, RW.10 9-10 L CSE 2, KL 3, VAU 4, VAU 5 9-10 SL CC 1, 3, PKI.6</p>
<p>Term 3</p>	<p>Standards</p>
<ul style="list-style-type: none"> · <i>To Kill a Mockingbird</i> by Harper Lee—analyze literary devices through annotation, discussion, and informal/formal writing · Informational text –both teacher and student found within research process, analyzed for credibility and common themes · Fiction (poetry/short story) – supplemented to develop common themes 	<p>9-10.RL.KID.1,2,3 CS.4,5,6, IKI 7, 9 9-10.RI.KID.1, 2, 3, CS.4, 5, 6, IKI.7, 8, 9 9-10.W.TTP 2, PDW 4, 5, 6, RBPK 7, 8, 9 9-10.SL.CC 1, 2, 3, PKI 4, 5, 6 9-10 L CSE 2, KL 3, VAU 4, VAU 5</p>
<p>Term 4</p>	<p>Standards</p>

- *Romeo and Juliet* by William Shakespeare –analysis of literary devices through annotation, discussion, formal and informal writing
- Non-fiction and poetry supplemented to develop common themes
- May include excerpt from *The Odyssey* by Homer: “The Cyclops” –analysis of literary devices, archetypes through annotation, discussion, formal and informal writing
- Literary analysis of paragraph and essay length

9-10.RL KID 1, 2, 3, 4, 5, 6, and 7
9-10.RI KID 1, 2, 3, 4, 5, 9
9-10.W TTP 2, PDW 4, 5, 6, RBPK 8, 9
9-10.SL. CC 1, PKI 4
9-10.L.CSE 2, KL 3, VAU 4, VAU 5