



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED COURSE OVERVIEW**

**Course Title:** College Prep English 9 Honors

**Grade Level(s):** 9

**Units of Credit:** 1

**Classification:** Required

**Length of Course:** Half Year

**Periods Per Cycle:** 6

**Length of Period:** 84 Minutes

**Total Instructional Time:** 126 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	Literature Keystone Exam Preparation
Guided Group Practice		SAT Reading and Writing Practice

***Assessments***

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

***Materials/Resources***

<i>Elements of Literature: Level 3</i> Holt, Rinehart and Winston	<i>Elements of Language: Level 3</i> Holt, Rinehart and Winston	Teacher-generated Materials Additional Resources to be Determined
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**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; 5/22/23

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Summer Assignment                      *Note: All honors-level students will complete the summer assignment over the summer preceding entry into ninth grade regardless of the scheduled English class semester.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will read a novel over the summer and utilize the novel to write an essay.</li> <li>• Students will discuss and analyze the use of classics and the literary canon, focusing on the influence of classics to other literary genres, media, and pop culture.</li> <li>• Students will create a thesis and identify strong examples to support that thesis.</li> <li>• Students will utilize the writing process to write the essay.</li> <li>• Students will use proper MLA formatting and citations.</li> </ul> <p>Standards:</p> <p>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.</p> <p>CC.1.4.9-10.A                      Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B                      Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.C                      Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.9-10.D                      Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>CC.1.4.9-10.E                      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.</p>

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<p>Mystery Novel</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Read and comprehend the mystery.</li> <li>• Infer information about characters and events when meaning is not explicitly stated.</li> <li>• Discuss elements of mystery.</li> <li>• Cite evidence that supports themes.</li> <li>• Identify imagery.</li> <li>• Analyze flashbacks and synthesize details to gain a deeper understanding of character motivation.</li> <li>• Analyze static and dynamic characters.</li> <li>• Critique the use of foreshadowing to build suspense.</li> </ul> <p>Standards:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Elements of Setting and Conflict</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Discover how setting is conveyed through description.</li> <li>• Determine the type of conflict experienced by the characters.</li> <li>• Analyze events in a sequence.</li> <li>• Identify and analyze the main idea and supporting details in informational texts.</li> <li>• Analyze author's purpose.</li> </ul> <p>Standards:</p> <p>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.</p> <p>CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Elements of Plot</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand foreshadowing and suspense.</li> <li>• Make predictions.</li> <li>• Utilize visualization techniques for plot events.</li> <li>• Identify elements of plot.</li> <li>• Analyze cause-and-effect.</li> <li>• Generate relevant research questions after reading about an issue.</li> <li>• Analyze informational text.</li> <li>• Summarize non-fiction.</li> </ul> <p>Standards:</p> <p>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.</p> <p>CC.1.2.9–10.L            Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Personal Narrative	<p>Objectives:</p> <ul style="list-style-type: none"><li>• Compare plot and setting across genres.</li><li>• Understand and analyze suspense.</li><li>• Analyze sequence of events.</li><li>• Analyze main idea, audience, and purpose.</li><li>• Analyze author's purpose.</li></ul> <p>Standards:</p> <p>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.</p> <p>CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Narrative and Voice</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Contrast different points of view and explain how they affect the overall theme.</li> <li>• Identify characteristics of unreliable narrator.</li> <li>• Identify verbal, situational, and dramatic irony.</li> <li>• Analyze texts using biographical information, style, historical context, and narrator.</li> <li>• Analyze an author’s style and draw conclusions.</li> <li>• Use reference aids, and understand denotation and connotation.</li> <li>• Compare literary works and themes.</li> <li>• Synthesize information.</li> <li>• Identify main idea and supporting details.</li> <li>• Compare and contrast texts.</li> <li>• Make connections.</li> <li>• Draw conclusions.</li> </ul> <p>Standards:</p> <p>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.</p> <p>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.</p> <p>CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Narrative and Voice (continued)	<p>CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p>



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<p>Dystopian Literature</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand and analyze mood.</li> <li>• Identify and analyze the author’s use of figurative language to convey meaning.</li> <li>• 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.</li> <li>• Identify main themes.</li> <li>• Discuss science fiction elements and analyze how they impact the writing and author’s purpose.</li> <li>• Identify symbolism and explain the author’s use when related to author’s purpose.</li> <li>• Analyze concepts of conformity and rebellion.</li> <li>• Discuss concepts of utopian / dystopian society.</li> <li>• Assess the importance of propaganda in the story and investigate the history of censorship.</li> </ul> <p>Standards:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Elements of Character</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Analyze characters and characterization, paying special attention to different types, dialogue, actions, motives, conflict, and interactions.</li> <li>• Make inferences about character motivations.</li> <li>• Analyze the main idea, audience, and purpose, and demonstrate word knowledge.</li> <li>• Identify direct and indirect characterization and analyze its usage.</li> <li>• Analyze mood and how it supports an author’s purpose.</li> <li>• Compare characters across genres.</li> </ul> <p>Standards:</p> <p>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.</p> <p>CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Symbolism and Irony</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Analyze literary devices with a focus on irony and symbolism.</li> <li>• Interpret cause-and-effect relationships.</li> <li>• Understand and analyze theme and voice and their impact on a story.</li> <li>• Explain character motivations and how an author develops them, including the author’s choice in point of view.</li> <li>• Predict plot events and outcomes.</li> </ul> <p>Standards:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Epic Poetry and Mythology</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Identify characteristics of epic poetry and myth, including the epic hero cycle, external and internal conflicts, and character traits.</li> <li>• Read and comprehend setting, plot, theme, point of view, tone, and style.</li> <li>• Paraphrase and summarize the epic poem and myths.</li> <li>• Compare and contrast across genres, incorporating historical information to understand fiction.</li> <li>• Discuss and identify the characteristics of oral tradition (and storytelling).</li> <li>• Understand and analyze this complex text through the use of storytelling.</li> </ul> <p>Standards:</p> <p>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.</p> <p>CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Drama</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Analyze characteristics of tragedy and elements of drama.</li> <li>• Identify and analyze the use of figurative language.</li> <li>• Identify and evaluate themes.</li> <li>• Read aloud, paraphrase, make inferences, make predictions, and analyze cause-and-effect relationships.</li> <li>• Identify and analyze elements of drama, including monologue, soliloquy, dialogue, stage directions, dramatic irony, scene design, conflict, and suspense.</li> <li>• Read and analyze primary and secondary sources.</li> </ul> <p>Standards:</p> <p>CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Literature Circles</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</li> <li>• Draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, and word identification strategies.</li> </ul> <p>Standards:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9–10.K            Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Vocabulary</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand and utilize context clues.</li> <li>• Prepare for the SAT and Keystone Exam vocabulary questions.</li> <li>• Increase reading vocabulary and comprehension.</li> </ul> <p>Standards:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Grammar	<p>Objectives:</p> <ul style="list-style-type: none"><li>• Write complete sentences (by avoiding sentence fragments and run-ons).</li><li>• Understand and identify sentence patterns, such as compound and complex.</li><li>• Identify and correctly use parts of speech.</li><li>• Identify and correctly use homophones and commonly confused words.</li></ul> <p>Standards:</p> <p>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.</p> <p>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.</p>



CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Writing</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Write accurate and inclusive summaries.</li> <li>• Write expository and informative passages and / or essays.</li> <li>• Accurately develop topic sentences.</li> <li>• Accurately develop paragraphs.</li> <li>• Create constructed responses to literature and nonfiction texts that earn the maximum score on the Keystone Exams.</li> <li>• Utilize the basics of avoiding plagiarism and incorporate MLA citations and formatting as appropriate.</li> <li>• Correctly cite Internet and paper sources.</li> <li>• Use logical notes to clarify the understanding of texts.</li> </ul> <p>Standards:</p> <p>CC.1.4.9-10.R            Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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<p>Speaking and Listening Skills</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Identify and develop public speaking skills.</li> <li>• Support ideas and answers in discussions with evidence from texts and class activities.</li> <li>• Listen to other students' responses.</li> <li>• Create presentations that include appropriate visuals including multimedia and visual aids.</li> </ul> <p>Standards:</p> <p>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.</p> <p>CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p> <p>CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9-10 level and content.</p>