

Foundations in English 9 Course Syllabus FY 18/19

Mr. O'Grady: togrady@cvsu.com

Ms. Sellars: ssellars@cvsu.com

Course Description: Foundations in English 9 is a course that is designed to study American literature to better help develop students' cognitive skills and abilities to think, analyze, organize, and express their ideas clearly and effectively. Throughout the year we will explore the writing processes and academic literacy skills: interpreting assignments; comprehending, analyzing, and evaluating informational texts. Attention to grammar and conventions of standard written English are a "must" in this class. The class will be comprised of a variety of short stories, novels, poetry and essays from different times and places to help shed light on our literary, cultural and social history of the American experience.

Grading Policy: Each assignment will be labeled as a "Formative" or "Summative" assessment. The formative assessments will be all of the work you'll complete *before* attempting the summative assessment(s) at the end of each unit.

Evaluation: All ELA Graduation Proficiencies will be assessed using the CVSU Habits of Success Scoring Scales, as well as the CVSU English Proficiency Graduation Requirement Scoring Scales. Students will have access to all scoring scales ahead of any formative or summative assessment. The English Department encourages students to read through the scoring scales and gain an understanding of what proficient writing requires. If you have any questions, I am always available to support you.

Reading Schedules: The English department provides all students with reading calendars. In an effort to keep the pace of secondary education, students must be prepared for class; all students are expected to keep up with the reading, regardless of absences, and will be held accountable for the assigned pages. Students are expected to adhere to the reading schedule no matter what: snow days, field trips, missed periods due to assemblies, and unexpected sick days – these are days students should still continue to stay caught up with the class reading schedule.

Outside Reading Book Assignment: You will need to complete one ORB each semester. The assignment is similar to what you had to complete for your Summer Reading assignment. The two due dates are: **January 4th, 2019 and May 10th, 2019.**

Unit One: Native American Literature

Enduring Understanding. HABIT OF SUCCESS PI

- Effective Learner (Communication): **Literacy** - Demonstrates the essential communication skills of reading, writing, speaking, and listening required for living in a global society.

Desired Understandings. PBGR PI

- **Writing B: Informational Writing** involves establishing a clear claim/thesis and communicating information that summarizes and integrates information from one or more sources using genre-specific features, text structures (description, compare-contrast, cause-effect, problem-solution), and various forms to convey purpose to the intended audience

- **Reading B:** Analyze an author's point of view, **purpose**, or use of literary devices in a text and how style and content contribute to the work as a whole.

Unit Two: American Civil War

Enduring Understanding. HABIT OF SUCCESS PI

- Engaged Learner (Critical Thinking): **Analysis** - Reasons logically, looks for connections, compares and contrasts, finds patterns, makes inferences and determines importance.

Desired Understandings. PBGR PI

- **Reading B:** Analyze an author's **point of view**, purpose, or use of literary devices in a text and how style and content contribute to the work as a whole.

- **Reading E:** Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings.

Unit Three: Literary Elements

Enduring Understanding. HABIT OF SUCCESS PI

- Engaged Learner (Critical Thinking): **Analysis** - Reasons logically, looks for connections, compares and contrasts, finds patterns, makes inferences and determines importance.

Desired Understandings. PBGR PI

- **Reading B:** Analyze an author's **point of view, purpose, or use of literary devices** in a text and how style and content contribute to the work as a whole.

- **Writing A: Narrative Writing** involves establishing a clear purpose/point of view and communicating ideas, events, and experiences using genre-specific features, text structures, narrative techniques, and forms to convey purpose to the intended audience.

Unit Four: Drama

Enduring Understanding. HABIT OF SUCCESS PI

- Effective Learner (Communication): **Purpose** - Adjusts communication to suit the audience, context and purpose.

Desired Understandings. PBGR PI

- **Speaking and Listening B:** Use visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent.

- **Reading A:** Analyze a complex set of ideas or events to summarize how they develop over the course of the text.

Unit Five: The American Dream

Enduring Understanding. HABIT OF SUCCESS PI

- Engaged Learner (Critical Thinking): **Synthesis and Application** - Synthesizes information from a variety of sources and experiences into new understanding; applies knowledge and skills.

Desired Understandings. PBGR PI

- **Writing C: Opinion/Argument Writing** involves establishing a clear claim/thesis and communicating and supporting this perspective on a topic, text, problem, or issue by integrating information from one or more sources, using genre-specific features, text structures (proposition-support, inductive-deductive reasoning), and various forms (e.g., speeches, essays, critiques) to convey purpose and persuade the intended audience.

- **Reading B:** Analyze an author's point of view, **purpose**, or use of literary devices in a text and how style and content contribute to the work as a whole.