



Course Overview

High School | 9 | Honors English - Last Updated on December 12, 2024

DESCRIPTION

K-12 Content Area | Mission & Philosophy Statement

- Foster a love for literacy across diverse backgrounds and abilities, ensuring equitable access to rich learning experiences equipping learners with the skills, mindset, and passion to engage actively as informed readers, writers, and communicators throughout their lives.
- Cultivate communicators and critical thinkers, empowering them to inquire, analyze, and create meaningfully from a variety of texts and perspectives, preparing them for the responsibilities of active participation as a citizen in our democracy as well as in an evolving global society.
- Engender collaborative and creative environments where learners innovate, elevate diverse voices and modalities to express themselves effectively and imaginatively.
- Promote a culturally responsive English Language Arts education that honors the identities, cultures, and experiences of all students, integrating diverse texts and voices to promote empathy, understanding, and respect.

Course Description

The comprehensive K-12 ELA curriculum endeavors to develop active listeners, effective speakers, readers, researchers and writers who are critical and creative thinkers as well as engaged citizens. A challenging curriculum enables learners to analyze, interpret and evaluate any form of communication including discussions, speeches and texts. Using engaging and diverse texts, age-appropriate media and student interests, learners strengthen their intellectual independence, understand that words have power and develop their own voice. Benefits of developing an appreciation of reading and writing includes extending knowledge, lowering stress, building empathy and perspective and expanding one’s world view.

Honors English 9 enriches the standard curriculum with more challenging reading selections and an expanded push for critical thinking. Exploring an increased number of literary devices, students are challenged to visualize, interpret and analyze a wide range of prose and poetry. Discerning deeper meaning, students identify literary elements in short stories, an iconic novel, a diverse variety of poetry, drama and a wide-ranging assortment of non-fiction, analyzing the author’s use of literary techniques and evaluating their results. Students are further challenged to diversify their writing by extending their critical thinking, research and literary criticism into their pieces. Writing is also polished through lessons on vocabulary, grammar and appropriate MLA citations. Written expression includes personal narratives, constructed responses, literary essays and argumentative essays.

STANDARDS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.2.9–10.A

CC.1.2.9–10.B

CC.1.2.9–10.C

CC.1.2.9–10.D

CC.1.2.9–10.E

CC.1.2.9–10.F



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CC.1.2.9–10.G	CC.1.2.9–10.H	CC.1.2.9–10.I	CC.1.2.9–10.J	CC.1.2.9–10.K	CC.1.2.9–10.L
CC.1.3.9–10.A	CC.1.3.9–10.B	CC.1.3.9–10.C	CC.1.3.9–10.D	CC.1.3.9–10.E	CC.1.3.9–10.F
CC.1.3.9–10.G	CC.1.3.9–10.H	CC.1.3.9–10.I	CC.1.3.9–10.J	CC.1.3.9–10.K	CC.1.4.9–10.A
CC.1.4.9–10.B	CC.1.4.9–10.C	CC.1.4.9–10.D	CC.1.4.9–10.E	CC.1.4.9–10.F	CC.1.4.9–10.G
CC.1.4.9–10.H	CC.1.4.9–10.I	CC.1.4.9–10.J	CC.1.4.9–10.K	CC.1.4.9–10.L	CC.1.4.9–10.M
CC.1.4.9–10.N	CC.1.4.9–10.O	CC.1.4.9–10.P	CC.1.4.9–10.Q	CC.1.4.9–10.R	CC.1.4.9–10.S
CC.1.4.9–10.T	CC.1.4.9–10.U	CC.1.4.9–10.V	CC.1.4.9–10.W	CC.1.4.9–10.X	CC.1.5.9–10.A
CC.1.5.9–10.B	CC.1.5.9–10.C	CC.1.5.9–10.D	CC.1.5.9–10.E	CC.1.5.9–10.F	CC.1.5.9–10.G

COURSE OBJECTIVES

Specific objectives for this course are aligned with the [Pennsylvania Core Standards for English Language Arts](#) and the [Eligible Content State Standards for English Language Arts](#).

ASSESSMENT TYPES

The following assessment types will be used during the course:

- Diagnostic Assessments
- Core/Choice Novel notes and seminars
- Curriculum-based measures
- Formative Assessments
- Summative Assessments



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SUGGESTED METHODS OF INSTRUCTION

An English Language Arts program demands the use of a variety of instructional strategies. Below is a list of suggested strategies for high-quality instruction:

- Instructional components outlined in *The Framework for Teaching* by Charlotte Danielson
- Goal setting
- Collaborative Learning through Socratic Seminar
- Formative opportunities to drive instruction
- Think-pair-share
- Reciprocal teaching
- Read Alouds and student independent choice novels
- Journaling



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RESOURCES

District Approved Program Resources	District Approved Supplemental Resources	District Approved Technology Resources
<ul style="list-style-type: none"> • “The Cask of Amontillado” by Edgar Allan Poe • “Everyday Use” Alice Walker • “How Much Land Does a Man Need?” Leo Tolstoy • “The Lottery” Shirley Jackson • “The Yellow Wallpaper” Charlotte Perkins Gilman • “In Time of Silver Rain” Langston Hughes (free verse) • “15 Cent Futures” Marilyn Nelson (ballad) • “The Charge of the Light Brigade” Alfred, Lord Tennyson (narrative) • “Ode on a Grecian Urn” by John Keats (lyric) • “Mending Wall” by Robert Frost (blank verse) • “The Sound of the Sea” by Henry Wadsworth Longfellow • “A Lemon” Pablo Neruda • “I Wandered Lonely as a Cloud” by William Wordsworth • “The Tyger” and “The Lamb” by William Blake • Romeo and Juliet by William Shakespeare • Poetics by Aristotle (excerpt on tragedy) • The Tragicall Histye of Romeus and Juliet by Arthur Brooke • Of Mice and Men by John 		<p>Sadlier-Oxford Vocabulary Workshop—Level D</p> <p>Sadlier-Oxford Vocabulary Workshop—Level D—Test Generator</p>



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<p>Steinbeck</p> <ul style="list-style-type: none">• Steinbeck's Nobel Prize Speech• Robert Burn's "To a Mouse"• Sadlier Vocabulary Workshop - Level D		
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