



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT COURSE SYLLABUS

Course Name: English 9

Length: Full year

Teacher: Ms. Krill

Course Description: This course focuses on five areas of study: vocabulary, grammar, literature, writing, and speaking. Much of the students' writings are based upon their reading of novels, text, and ancillary materials. Students will continue building their foundation of the writing process including narrative, expository (informational), and argumentative/analytical genres. Independent reading is a course requirement. Core novels include: *Of Mice and Men*, *To Kill a Mockingbird*, *Night*, *Animal Farm* and *Tuesdays with Morrie*. All learning will build a foundation for success in later high school English courses.

Competencies or Standards Assessed:

Competency: Reading

Literature: Demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print literary texts.

Informational: Demonstrate the ability to comprehend, analyze, and critique a variety of complex print and non-print informational texts.

Competency: Writing

Argumentative: Demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for the intended purpose and audience.

Explanatory: Demonstrate the ability to effectively write informative texts to examine and convey complex ideas for various purposes and audiences.

Narrative: Demonstrate the ability to apply narrative strategies for various purposes and audiences effectively.

Competency: Speaking and Listening

Speaking and Listening: Initiate and participate effectively in various discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.



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Competency: Research

Research: Engage in research and inquiry to investigate topics, and to analyze, integrate, and present information

Competency: Conventions and Mechanics

Conventions and Mechanics: Demonstrate the ability to use English language conventions as appropriate to grade level. Specifically the proper use of grammar, mechanics, and usage. Also the ability to apply proper formatting, including MLA citations and Works Cited.

Anchor Texts or Major Curriculum:

To Kill a Mockingbird, *Of Mice and Men*, *Hamlet*, *Night*, multiple short stories, poems, and informational texts

Course Outline (major units of study):

Unit Title	Essential Question or Overarching Understanding
Understanding the Narrator	How does point of view contribute to good storytelling?
Defining Character	How does historical context and setting impact character?
Using Poetry to Find Voices	How does tone contribute to the way a poem ought to be read, shared, explored?
Coming of Age during War	Why read memoirs? How does reading about the past help us to understand current perspectives?

Portrait of a Learner

Independent Learner

I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.

Responsible Collaborator



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I work with others to achieve shared goals by listening actively, contributing ideas, and managing conflict.

Critical Thinker

I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems and make decisions.

Effective Communicator

I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.

Global Citizen

I show that I care and take responsibility by helping in my community and the world around me.

Additional Classroom Expectations:

Students also have choice books, journal regularly, participate in Poetry Out Loud, write compelling speeches, and read for a variety of genres, including nonfiction, fiction, and poetry.