English 9

Course Expectations

Course Description:

Students will learn and hone techniques for close reading, writing, textual citation, formal and informal speaking, and analysis of text using a variety of selections, both literary and informational, classic and contemporary, representing diverse cultures and viewpoints. Their textual analyses will include, but are not limited to, non-US literature, seminal US literature/documents, text structure, manipulation of time, complex characterization, subject, subject in two mediums, scene, plot, theme/central idea, point of view, purpose, organization, illustrations/visuals, argument, diction, vocabulary acquisition, relationship of part to whole, relationship of ideas, relationship of source material to created text, and comparison of forms and genres. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, narrative descriptions, literary analysis essays, research papers, informational/ explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using varied technologies. They will concentrate on developing and sharpening their own reading, writing, speaking, listening, digital media, grammar, mechanics, usage, spelling, capitalization, punctuation, vocabulary, and thinking skills. Student learning targets for English Grades 9-10 (reading, writing, speaking and listening, and language) as set forth by the Ohio's Learning Standards will drive student- learning objectives.

Ohio's Learning Standards for ELA Grades 9-10: https://tinyurl.com/OLS9-10

Textbooks: *Literature: Language and Literacy,* Grade 9, Pearson Education, Inc., 2010
Writing and Grammar, Grade 9, Pearson Education, Inc., 2008

Credit by Examination and Demonstration

To receive credit for English 9, the student needs to successfully complete 3 of the following tasks. The task in Group A is a requirement for all students. Two of the remaining 3 selections must come from Group B.

Group A

- A timed writing in front of a proctor in which the student creates a well-crafted essay based on grade-appropriate and content-appropriate prose literature.* (The student will choose 1 essay prompt from a list of 5 and will have 2 hours in which to complete the essay. He/She may bring a copy of the book, post-it notes, and a highlighter.)

Group B

- Research paper based on a real-world problem with a proposed solution. The research paper must be 10 – 12 pages in length (not counting the title page or works cited page). See rubric for additional requirements.
- Media presentation of 30 – 60 minutes in length that demonstrates knowledge of the standards (both reading and writing) as outlined by the Ohio Department of Education and the Columbus City Schools. (See the linked Ohio Learning Standards above or at https://tinyurl.com/OLS9-10.) This media presentation includes a speaking component, a documentary video project, and a slide presentation. For example, the documentary video project could focus on literacy in the U.S. today; the slide presentation could focus on the importance of reading and writing in today's global society; the speaking component would be the presentation of the video and the slide presentation before a

panel of teachers and administrators. See rubric for additional requirements.

- Digital Portfolio that shows knowledge of the curriculum as outlined by the Ohio Department of Education and the Columbus City Schools. Items to be placed in the portfolio include but are not limited to the following: 1) a table of contents, 2) a personal statement written by the student in the format of a letter that introduces himself/herself and describes his/her educational and career goals, 3) a 3-5 page personal or fictional narrative including writing that shows use of the writing process (prewriting, drafting, revising, editing, publishing), 4) an argumentative essay of 3-5 pages, 5) an explanation of the following literary terms along with examples taken from reading: irony, symbolism, theme, setting, conflict, point of view, plot, subplot, characterization, stereotyping, foreshadowing, flashback, mood, tone, style, simile, metaphor, alliteration, personification, onomatopoeia, dialogue, monologue, soliloquy, and sonnet, 6) a list of 15 favorite quotations taken from literature of merit, 7) a 1 page reflection in writing on one of the previous favorite quotations (What attracts you to this quotation? Why? What does it mean to you?), and 8) a 1-2 page writing that reflects upon what the student has learned as a result of this portfolio project, with an oral presentation of the portfolio before a panel of teachers and administrators. See rubric for additional requirements.

*In keeping with Ohio's Learning Standards document, students will be provided with a sample book list at the 9^{th}-10^{th} grade level. The book list contains titles recommended by the Ohio Department of Education in conjunction with Ohio's Learning Standards in English Language Arts. The students would not need to select one of the titles on the list, but the title chosen must be equivalent in complexity and quality.

Plagiarism: Students who plagiarize any part of this credit flexibility work will receive an automatic grade of "F" for the course. Plagiarism is not only unethical, it is illegal.

Scoring Guidelines for Credit by Examination and Demonstration:

Group A: Written Exam – 40%
Group B: Selection 1 – 30%
Group B: Selection 2 – 30%

Grading Scale:

98% - 100% = A+	92% - 97% = A	90 – 91% = A-
88% - 89% = B+	82% - 87% = B	80 – 81% = B-
78% - 79% = C+	72% - 77% = C	70 – 71% = C-
68% - 69% = D+	62% - 67% = D	60 – 61% = D-
Below 60% = F		

Examples of Grade-Appropriate and Content-Appropriate Prose Literature*

Grades 9:

- Achebe, Chinua. *Things Fall Apart*
- Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian*
- Alvarez, Julia. *In the Time of Butterflies*
- Bradbury, Ray. *Fahrenheit 451*
- Homer. *The Odyssey*
- Hosseini, Khaled. *The Kite Runner*
- Ionesco, Eugene. *Rhinoceros*
- Kafka, Franz. *The Metamorphosis*
- Lee, Harper. *To Kill a Mockingbird*
- Quinn, Daniel. *Ishmael*
- Remarque, Erich. *All Quiet on the Western Front*
- Shakespeare, William. *A Midsummer Night's Dream*
- Shakespeare, William. *Romeo and Juliet*
- Steinbeck, John. *Of Mice and Men*
- Stockett, Kathryn. *The Help*
- Tan, Amy. *The Joy Luck Club*
- Turgenev, Ivan. *Fathers and Sons*
- Williams, Tennessee. *The Glass Menagerie*
- Wright, Richard. *Black Boy*
- Zusak, Marcus. *The Book Thief*

*To the student: You do not need to select one of the titles from the above list. However, the book that you choose must be equivalent to the above titles in complexity and quality. If you elect to read a book that is not on the above list, you must email the title and author of the book to Ms. Carla Mae Phillips at cphillips3865@columbus.k12.oh.us for approval. Please put *Credit Flex Novel* in the Subject Line.

Timed Writing Assessment Rubric

CATEGORY	4	3	2	1
Thinking *Development of ideas, clarity of purpose*	Writer generates original ideas, provides a compelling thesis, synthesizes complex concepts, and offers keen insights.	Writer demonstrates evidence of original thinking, offers a clear thesis, synthesizes concepts, and displays insight.	Writer attempts analysis, but demonstrates little or no original thought or insight; thesis is present but weak.	Writer shows little or no understanding of purpose; thinking lacks coherence.
Organization *Arrangement and flow of logic*	Writer's theme/thesis and supporting evidence are presented clearly and artfully, enhancing impact.	Writing contains clear focus and flow of logic, including an effective introduction and conclusion, and skillful transitions.	Writing is generally focused; some attempt at flow of logic, but with limited success; adequate but mechanical introduction/conclusion .	Writer's focus is unclear, with poor organization, lack of transitions; introduction and/or conclusion is missing.
Content *Supporting details*	Writer's choice of supporting evidence is rich and substantive; sources are integrated in a sophisticated	Writer's choice of content is interesting and meaningful, with effective details and integration of sources.	Writer uses correct information and sufficient details to support focus, but does not always attach the evidence to the thesis.	Writing contains details that are confusing, irrelevant or repetitive; no integration of sources.
Diction *Use of language, sentence structure*	Writer's voice is clear. Varied and elegant sentences enhance impact. Rich, effective vocabulary and figurative	Writer demonstrates an awareness of the value of good sentence variety and generally rich language in enhancing meaning.	Writing contains some sentence variety, correct word usage, and acceptable vocabulary, but lacks richness.	Writing contains no sentence variety, some sentence fragments and/or run-on sentences; simplistic vocabulary.
Mechanics *Spelling, punctuation, grammar, paragraphing*	Writing contains very few or no errors. Use of mechanics enhances meaning. Writer "breaks rules" artfully.	Writing contains few errors, sophisticated use of grammar and punctuation, and effective paragraphing.	Writing features generally correct spelling, paragraph structure and grammar. Errors do not interfere with meaning.	Writing contains many errors in spelling, capitalization, punctuation and/or paragraphing. Errors seriously interfere with meaning.

Research Paper Assessment Rubric

CATEGORY	**4**	**3**	**2**	**1**
Audience and Purpose	Focuses on a clearly-stated thesis statement that outlines the main points to be discussed.	Focuses on a clearly-stated thesis statement that outlines some of the main points to be discussed.	Focuses mainly on the chosen topic but does not outline the main points to be discussed.	Presents information without a focus.
Organization	Presents information in logical order, emphasizing details of central importance.	Presents information in logical order.	Presents information logically, but organization is inconsistent.	Presents information in a scattered, disorganized manner.
Sources	All sources used for quotes, statistics, and facts are credible and cited correctly in MLA format.	All sources used for quotes, statistics, and facts are credible and most are cited correctly in MLA format.	Most sources used for quotes, statistics, and facts are credible.	Many sources are not credible and/or are not cited correctly.
Evidence and Examples	All of the evidence and examples are specific and relevant. Draws clear conclusions from information gathered.	Most of the evidence and examples are specific and relevant. Draws conclusions from information gathered.	Few pieces of evidence and examples are specific and relevant. Explains and interprets some information.	Evidence and examples are not relevant and/or are not explained.
Accuracy	All supported facts and statistics are reported accurately.	Almost all supported facts and statistics are reported accurately.	Most supported facts and statistics are reported accurately.	Most supported facts and statistics are reported inaccurately.
Use of Language and Mechanics	Shows overall clarity and fluency; contains few mechanical errors.	Shows good sentence variety; contains some mechanical errors.	Uses awkward or overly simple sentence structures; contains many mechanical errors.	Contains incomplete thoughts and mechanical errors that make the writing confusing.

Multimedia Project Assessment Rubric

CATEGORY	4	3	2	1
Content	Components of the project cover the topic in depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal or there are several factual errors.
Format	Makes excellent use of font, color, graphics, effects etc. to enhance the presentation. A professional and academic presentation.	Makes good use of font, color, graphics, effects etc. to enhance the presentation. A professional and academic presentation employed most of the time.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Makes use of font, color, graphics, effects, etc. but these often detract from the presentation content.
Organization	Content is well-organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure.
Author's voice/Awareness of Audience	Uses appropriate, sophisticated, precise vocabulary. There is a clear sense of audience.	Uses many effective and appropriate words. A sense of audience is evident.	Uses some effective and appropriate words. There is some sense of audience.	Uses few or no correct or effective words. There is little or no sense of audience.
Mechanics of essays and other writing	No misspellings or grammatical errors.	Three or fewer misspellings and/or grammatical errors.	Four misspellings and/or grammatical errors.	More than four errors in spelling and grammar.
Sources	Source information collected for all graphics, facts and quotes. All documented in MLA format.	Source information collected for all graphics, facts and quotes. Most documented in MLA format.	Source information collected for all graphics, facts and quotes, but not documented in MLA format.	Very little or no source information was collected.
Technical Competence	Documentary video and PowerPoint presentation demonstrate competency in technology. A professional look. Operation of equipment runs smoothly.	Documentary video and PowerPoint presentation demonstrate competency in technology. A mostly professional look. Operation of equipment runs smoothly for the most part.	Documentary video and PowerPoint presentation lack a sense of professionalism. There are several incidents of equipment malfunction.	Documentary video and PowerPoint presentation are poorly organized and executed. There are multiple incidents of equipment malfunction.

Portfolio Assessment Rubric

CATEGORY	4	3	2	1
Assembly of Artifacts	All portfolio artifacts are present and in the correct order. There is a clear understanding of the assembly of artifacts.	All portfolio artifacts are present, but a few are not in the correct order. There is a general understanding of assembly of artifacts.	One key artifact of the portfolio assembly is missing.	Several key artifacts of the portfolio assembly are missing.
Format	Makes excellent use of font, color, graphics, effects etc. to enhance the presentation. A professional and academic presentation.	Makes good use of font, color, graphics, effects etc. to enhance the presentation. A professional and academic presentation employed most of the time.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Makes use of font, color, graphics, effects, etc. but these often detract from the presentation content.
Organization	Content is well-organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure.
Mechanics of essays and other writing	No misspellings or grammatical errors.	Three or fewer misspellings and/or grammatical errors.	Four misspellings and/or grammatical errors.	More than four errors in spelling and grammar.
Sources	Source information collected for all graphics, facts and quotes. All documented in MLA format.	Source information collected for all graphics, facts and quotes. Most documented in MLA format.	Source information collected for all graphics, facts and quotes, but not documented in MLA format.	Very little or no source information was collected.
Oral Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.