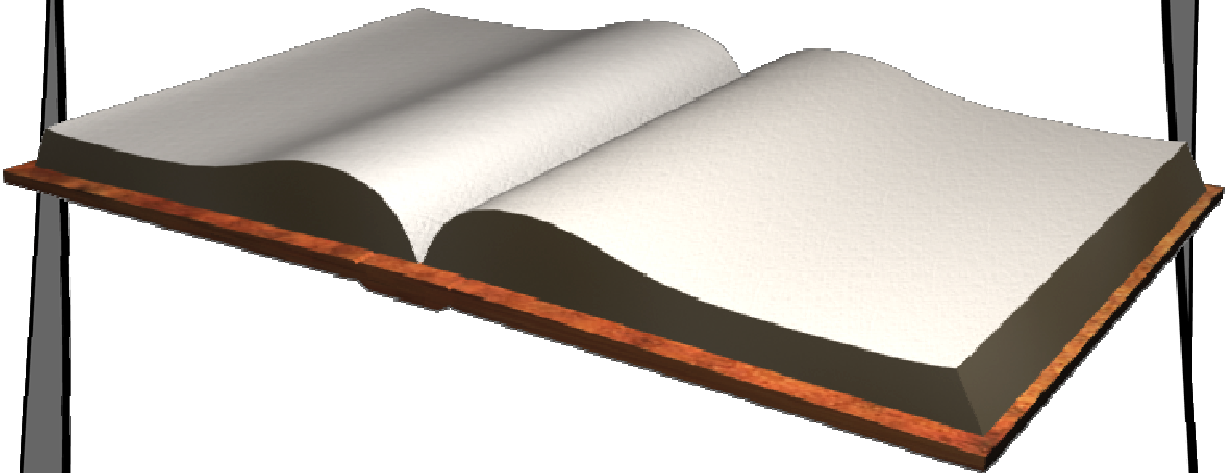




William S. Hart Union High School District

9th – 12th Grade
English Curriculum Guide



ENGLISH 9 — FALL SEMESTER

Students will learn ...

GENRES

- Novel (*To Kill a Mockingbird*)
- Short stories
- Nonfiction

THE ESSAY

- basic essay structure. “Basic essay structure” refers to the three part essay: the introduction, the body, the conclusion. Standards W1.1, W1.2, W1.4, W1.9, LC1.3.¹
- to write a persuasion essay and a response to literature essay. Standards W2.2, W2.4, W1.1, W1.2, W1.4, W1.9, LC1.3, LC1.4, LC1.5.
- to write for assessment (on-demand writing). Standards W1.1, W1.2, W1.4, W1.9, LC1.3.

WRITING AND GRAMMAR

- subjects and verbs. Standard LC1.2.
- run-on sentences and sentence fragments. Standard LC1.2.
- active voice vs. passive voice. Standard LC1.2.

READING / LITERATURE / LITERACY

- these literary terms and concepts: anecdote, description, dialect, fantasy, fiction, foreshadowing, image/imagery, irony (dramatic irony, irony of situation [situational] irony, verbal irony), narration, narrative, narrator, nonfiction, plot (exposition, conflict, climax/anticlimax, denouement/resolution), point of view (first-person, third-person omniscient, third-person limited), setting, simile, theme. Standards R1.1, R3.6, R3.7, R3.8, R 3.9.

Notes:

¹ **Abbreviations for the standards:** W = writing; R = reading; LC = language conventions

ENGLISH 9 — SPRING SEMESTER

Students will learn ...

GENRES

- Novel (*Of Mice and Men*)
- Drama (*Romeo and Juliet*)
- The Epic (*The Odyssey*)
- Poetry

THE ESSAY

- to write a comparison-contrast essay and a research paper. W2.3, W1.1, W1.2, W1.3, W1.4, W1.5, W1.6, W1.7, W1.9, LC1.3, LC1.4, LC1.5.
- to write for assessment (on-demand writing). Standards W1.1, W1.2, W1.4, W1.9, LC1.3.
- to synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium. Standard W1.5, R2.8.
- to extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. Standard R2.5.
- to use clear research questions and suitable research methods. Standard W1.3.
- to write in MLA style; to integrate quotations, cite quotations, and prepare a works cited page. Standard R2.2.

WRITING AND GRAMMAR

- sentence coordination and subordination (compound and complex sentences). Standard LC1.1.
- consistent verb tense. Standard LC1.2.
- English usage. Standard LC1.2.

READING / LITERATURE / LITERACY

- these literary terms and concepts: act/scene, alliteration, aside, ballad, comedy, connotation, denotation, diction, drama, epic, epic simile (Homeric simile), figurative language, foot, free verse, iamb/iambic, literal language, metaphor, meter, pentameter, personification, rhyme (end rhyme, internal rhyme), rhyme scheme, scan (scansion), simile, soliloquy, stage directions, stanza, tetrameter, tragedy. Standards R1.1, R3.1, R3.7.
- the structure and format of functional workplace documents. Standards R2.1, R2.7.
- to compare works that express a universal theme. Standard R3.5.

ENGLISH 10 — FALL SEMESTER

Students will learn ...

GENRES

These genres will be covered over the course of quarters 1 and 2.

- Novel (*Lord of the Flies*)
- Short stories
- Nonfiction

THE ESSAY

- to write a biographical narrative and a cause-effect essay. Standards W2.1, W2.3, W1.1, W1.2, W1.4, W1.9, LC1.3, LC1.4, LC1.5.
- to write for assessment (on-demand writing). Standards W1.1, W1.2, W1.4, W1.9, LC1.3.

WRITING AND GRAMMAR

- punctuation: commas, semicolons, and colons. Standard LC1.1.
- phrases: participial phrases, appositive phrases, prepositional phrases, gerund phrases, infinitive phrases. Standard LC1.1.

READING / LITERATURE / LITERACY

- these literary terms and concepts: allusion, antagonist, autobiography, biography, character, characterization, critical review, dialogue, direct characterization, dynamic character, genre, flat character, indirect characterization, motivation, parable, protagonist, round character, static character, suspense, symbol. Standards R1.1, R3.7.
- characterization in literature. Standards R3.3, R3.4.

Notes:

ENGLISH 10 — SPRING SEMESTER

Students will learn ...

GENRES

These genres will be covered over the course of quarters 3 and 4.

- Novel (*Night*)
- Drama (*Antigone*)
- Epics and Legends
- Poetry

THE ESSAY

- to write a response to literature essay and a business letter. W2.2, W2.5, W1.1, W1.2, W1.4, W1.9, LC1.3, LC1.4, LC1.5.
- to write for assessment (on-demand writing). Standards W1.1, W1.2, W1.4, W1.9, LC1.3.

WRITING AND GRAMMAR

- punctuation: apostrophes, brackets, dashes, ellipsis, exclamation marks, hyphens, quotation marks, parentheses, question marks, slashes. Standard LC1.1.
- diction and syntax. — LC1.3.
- relative clauses. Standard LC1.1.

READING / LITERATURE / LITERACY

- these literary terms and concepts: assonance, consonance, couplet, enjambment, haiku, legend, lyric poem, myth, narrative poem, octave, onomatopoeia, parody, quatrain, sensory language, sestet, sonnet, speaker, tanka, villanelle. Standards R1.1, R3.7.
- to identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature. Standard R3.10.
- word derivations. Standard R1.1.
- connotation and denotation. Standard R1.2.

Notes:

**What
to
teach?**

ENGLISH 9 — FALL

LITERATURE

- To Kill a Mockingbird
- short stories
- nonfiction

THE ESSAY—4 total

- basic essay structure: the introduction, the body, the conclusion (not one of the 6 essays)
- the persuasion essay
- the response to literature essay
- to write for assessment / on-demand writing—**once**
- one essay from the essay pool (see the “Essays Only” document)

WRITING AND GRAMMAR

- subjects and verbs
- run-on sentences and sentence fragments
- active voice vs. passive voice

READING / LITERATURE / LITERACY

- anecdote
- description
- dialect
- fantasy
- fiction
- foreshadowing
- image/imagery
- irony (dramatic irony, irony of situation [situational] irony, verbal irony)
- narration, narrative, narrator
- nonfiction
- plot (exposition, conflict, climax/anticlimax, denouement/resolution)
- point of view (first-person, third-person omniscient, third-person limited)
- setting
- theme

Notes:

ENGLISH 9 — SPRING

LITERATURE

- Of Mice and Men
- Romeo and Juliet
- The Odyssey
- Poetry

THE ESSAY—4 total

- the comparison-contrast essay
- the research paper (counts as 2), includes the MLA Style skills of integrating quotations, citing sources, and the Works Cited page
- to write for assessment / on-demand writing—**once**

WRITING AND GRAMMAR

- sentence coordination and subordination (compound and complex sentences)
- consistent verb tense
- English usage

READING / LITERATURE / LITERACY

- alliteration
- ballad
- comedy
- connotation/denotation
- diction
- drama (act/scene, aside, soliloquy, stage directions)
- epic (epic simile/Homeric simile)
- figurative language (metaphor, simile, personification)
- free verse
- literal language
- meter (foot, iamb/iambic, pentameter, tetrameter, scan/scansion)
- rhyme (end rhyme, internal rhyme), rhyme scheme
- stanza
- tragedy
- also, the structure and format of functional workplace documents

Notes:

ENGLISH 10 — FALL

LITERATURE

- Lord of the Flies
- short stories
- nonfiction

THE ESSAY—4 total

- the biographical narrative
- the cause-effect essay
- to write for assessment / on-demand writing—**once**
- one essay from the essay pool (see the “Essays Only” document)

WRITING AND GRAMMAR

- punctuation: commas, semicolons, and colons
- phrases: participial phrases, appositive phrases, prepositional phrases, gerund phrases, infinitive phrases

READING / LITERATURE / LITERACY

- allusion
- autobiography
- biography
- character: antagonist/protagonist, dynamic/static character, flat/round character
- characterization: direct/indirect characterization
- critical review
- dialogue
- genre
- motivation
- parable
- suspense
- symbol

Notes:

ENGLISH 10 — SPRING

LITERATURE

- Night
- Antigone
- epics and legends
- poetry

THE ESSAY—4 total

- the response to literature essay (a repeat from fall of 9th grade)
- the business letter
- to write for assessment / on-demand writing—**once**
- one essay from the essay pool (see the “Essays Only” document)

WRITING AND GRAMMAR

- punctuation: apostrophes, brackets, dashes, ellipsis, exclamation marks, hyphens, quotation marks, parentheses, question marks, slashes
- diction and syntax
- relative clauses
- CAHSEE prep (as needed)

READING / LITERATURE / LITERACY

- assonance/consonance
- couplet, quatrain, octave, sestet
- enjambment
- legend
- lyric poem
- myth
- narrative poem
- onomatopoeia
- parody
- poetic forms: haiku, sonnet, tanka, villanelle
- sensory language
- speaker
- dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature
- word derivations
- connotation and denotation

Notes:

American Literature—Fall Semester

LITERATURE

- Novel: *Adventures of Huckleberry Finn* (or) *Narrative of the Life of Frederick Douglass*
- Drama: *The Crucible*
- American Literature: *Timeless Voices, Timeless Themes: The American Experience* (Note: the end-of-semester division point varies according to school site.)

ESSAYS

Write a fictional or autobiographical narrative; write a response to literature; write a historical investigation report; deliver a multimedia presentation; write one in-class/timed essay. Standards W2.1, W2.2, W2.4

READING / LITERATURE / LITERACY

- R2.1** Analyze the features and the rhetorical devices of public documents (e.g., policy statements, speeches, debates, platforms) [or expository texts] and the way in which authors use those features and devices.
- R2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- R2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- R2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- R3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R3.3** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- R3.5** Analyze recognized works of American literature representing a variety of genres and traditions: (a) Trace the development of American literature from the colonial period forward. (b) Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. (c) Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

American Literature—Spring Semester

LITERATURE

- Novel: *The Great Gatsby*
- American Literature: *Timeless Voices, Timeless Themes: The American Experience* (Note: the beginning-of-semester division point varies according to school site.)

ESSAYS

Write a response to literature; write a reflective composition; write a job application and/or résumé; deliver a multimedia presentation; write one in-class/timed essay. Standards W2.2, W2.3, W2.5, W2.6.

READING / LITERATURE / LITERACY

- R2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- R2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- R2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- R3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R3.4** Analyze ways in which poets [or writers of expository texts] use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- R3.5** Analyze recognized works of American literature representing a variety of genres and traditions: (a) Trace the development of American literature from the colonial period forward. (b) Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. (c) Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- W1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

Twelfth Grade—Fall Semester

LITERATURE

... will vary according to the class.

ESSAYS

Write a fictional or autobiographical narrative; write a response to literature [or expository text(s)]; write a reflective composition; write one in-class/timed essay. Standards W2.1, W2.2, W2.3.

READING / LITERATURE / LITERACY

- R2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- R2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- R2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- R3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R3.4** Analyze ways in which poets [or writers of expository texts] use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- W1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- W1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- W1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.
- C1.1** Demonstrate [increasing] control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

Twelfth Grade—Spring Semester

LITERATURE

... will vary according to the class.

ESSAYS

Write a response to literature [or expository text(s)]; write a historical investigation report; write one essay chosen from “The Essay Pool”; write one in-class/timed essay. Standards W2.2, W2.4.

READING / LITERATURE / LITERACY

- R2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- R2.4** Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.
- R2.5** Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
- R3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- W1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- W1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- W1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.
- C1.1** Demonstrate [increasing] control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- LS1.3** Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

NOTES FOR TEACHERS

GRADES 11 AND 12

- Throughout this document, the following abbreviations are use:
R = Reading
W = Writing
C = Conventions (from “Written and Oral English Language Conventions)
LS = Listening and Speaking Strategies
- The number of required essays per semester is four: three take-home essays and one in-class/timed essay. The approximate length of the take-home essays should be 1,500 words.
- For the in-class/timed essay, consider using prompts that mirror other writing situations that students are likely to face, such as the SAT essay, the CSU-EAP essay, or the U.C. Entrance Essay Prompt. (waiting for Karen to provide the exact name of this one)
- Writing standard 2.6 (multimedia presentation) appears in the spring of 11th grade. Rather than considering this standard as a separate task, consider it as a follow-up for one of the other essays. For example, if students have written a response to literature or a reflective composition, they can give a multimedia presentation on that same response to literature or reflective composition.
- Listening and Speaking standard 1.3 (“visual image makers”)—which appears in the spring of both 11th and 12th grade—suggests the importance of addressing media literacy with students. Also, this same standard might be connected with two other standards. Reading standard 2.6, for example, asks students to “critique the power, validity, and truthfulness of arguments set forth in public documents” and to identify appeals “to reason, to authority, to pathos and emotion.” In addition, Listening and Speaking standard 1.12 asks students to “identify logical fallacies” and to understand such persuasive techniques as “attack ad hominem, false causality, red herring, overgeneralization, and bandwagon effect.”

Notes:

PROGRESSIVE STANDARDS

Eight of the standards appear in each of the four semesters: the fall and spring of 11th grade and the fall and spring of 12th grade. These standards should be seen as “progressive” standards. Though the content of the standards is the same, students should be able to demonstrate more mastery at levels of greater complexity as they advance toward graduation. For example, in 9th and 10th grade standard C1.1 (“control of grammar, diction, and paragraph and sentence structure”) students might be encouraged to obtain a certain level of “correctness”; but in 11th and 12th grade the same standard might be used to focus more on matters of voice and style.

The eight progressive standards are as follows:

- R2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- R2.4** Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.
- R2.5** Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
- R3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- W1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- W1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- W1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.
- C1.1** Demonstrate [increasing] control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

Notes:

Essays...

Essays Only

9th GRADE FALL SEMESTER

4 essays total:

2 Core Essays:

- Persuasion
- Response to Literature

1 Teacher's Choice Essay:

- choose from the Essay Pool

1 Timed Essay

9th GRADE SPRING SEMESTER

4 essays total:

3 Core Essays:

- Research Paper (counts as 2)
- Comparison-Contrast Essay

1 Timed Essay

10th GRADE FALL SEMESTER

4 essays total:

2 Core Essays:

- Biographical Narrative
- Cause-Effect Essay

1 Teacher's Choice Essay:

- choose from the Essay Pool

1 Timed Essay

10th GRADE SPRING SEMESTER

4 essays total:

2 Core Essays:

- Response to Literature
- Business Letter

1 Teacher's Choice Essay:

- choose from the Essay Pool

1 Timed Essay

The Essay Pool (grades 9 - 12)

- admissions essay (for example, the U.C. entrance essay)
- analogy
- argument
- business letter
- cause / effect [expository]
- compare / contrast [expository]
- critical review
- definition
- descriptive [expository]
- division / classification [expository]
- evaluation
- examples
- exploratory
- historical investigation
- interview
- literary analysis
- narrative (biographical, autobiographical, short story)
- observation
- personal
- persuasion
- process / sequence [expository]
- reflective
- research paper / source-based writing
- response to literature / literary analysis
- technical document

For Your Information:

On the CAHSEE students may be required to write one of the following: a biographical essay, a response to literature, an expository essay, a persuasive essay, a business letter.

In 9th and 10th grade, the California State Standards lists the following essays: biographical or autobiographical narratives or short stories, responses to literature, expository compositions, including analytical essays and research reports, persuasive compositions, business letters, technical documents

The SAT essay will usually require students to “take a position” (argument or persuasion).