

# Course Description

## High School

### English I

**Philosophy Statement:** The beliefs and practices underlying the teaching of language at Bethesda Christian Academy are guided by current educational research on best practices in literacy and writing. At Bethesda Christian Academy, we believe that Language Arts endeavors to help students find their God-given voice to communicate with clarity, confidence, and commitment. Language Arts will teach students how to speak effectively, write skillfully, listen attentively, and read with discernment in all mandatory and elective courses.

**Course Objective:** The ninth grade English class provides students with opportunities and resources to develop the skills of listening, speaking, reading and writing to enable students to participate as informed, literate members of society. Instruction provides the students with the necessary skills to write various types of genres and develop an appreciation for the writer's techniques applied within sound pieces of literature. Strategies involve patterns and procedures for students to meet success utilizing the writing process to produce varied types of writing. Instruction advocates techniques for analyzing literature, and multiple opportunities for practice are encouraged.

**Time Allotment:** 85 minutes per day, 2 days per week

55 minutes once a week

#### **Materials:**

- *Implications of Literature* Explorer Level (Purposeful Design-TextWord Press, Inc.)
- Teacher made materials

**Biblical Integration:** John believed that by writing he was able to preserve a testimony of Christ and the Christian faith for future generations.

1 John 5:13 “ These things I have written to you who believe in the name of the Son of God, so that you may know that you have eternal life.”

John 20:30-31 “Therefore many other signs Jesus also performed in the presence of the disciples, which are not written in this book; but these have been written so that you may believe that Jesus is the Christ, the son of God; and that believing you may have life in his name.”

## Unit 1: "Introduction to the Short Story"

### Weeks 1-9

- I can analyze short stories from a variety of cultural backgrounds through the completion of a short story analysis project, which engages students in a structured process for literary analysis, culminating in a three paragraph formal writing assessment.
- I can compose and create a short story with a well-developed plot.

Novella: *Dr. Jekyll and Mr. Hyde* (Purchased by student)

### Weeks 10-14

- I can analyze characterization, setting, and theme through critical thought activities, a student-driven study guide, and paragraph responses.

## Unit 2: Poetry

### Weeks 15-18

- I can analyze the works of poets from various periods including: Dickinson, Longfellow, Whitman, Robinson, Tennyson, etc. through group response activities, expository and analytical paragraph responses.

### Weeks 20-23

## Unit 5: Drama

- I can be instructed in the basic elements of drama.
- I can read, analyze, interpret, and perform at least one scene of a major classic play.
- I can have a basic understanding of Shakespearean drama, the Elizabethan era, and the Globe Theater.
- I can be assessed on select Shakespearean dramas.

Weeks 25-29

Novel: *Animal Farm* (purchased by student)

- I can understand the allegorical and satirical nature of *Animal Farm*.
- I can have a firm understanding of the socio-political context of the novel by understanding the key players and events of the Russian revolution.
- I can identify and explain the use of propaganda, both in the novel and in the world around them.
- I can determine the theme or central idea of the text, and analyze its development, including how it emerges and is shaped and refined by events, characters, and plot.
- I can plan the structure and content of a literary analysis essay.
- I can examine and convey complex ideas, concepts, and information clearly through the effective selection, organization, and analysis of content.

Weeks 30-33

Unit 4: Potpourri (Speeches)

- I can examine a variety of historical speeches, focusing on techniques both in speech composition and presentation.
- I can demonstrate my skills in composition and public speaking by composing an original speech and presenting to the class.

Weeks 34-38

\*\*\*Undecided

## **Vocabulary Course Content**

### **Cycles Weekly**

- I can utilize vocabulary curriculum (literature text) to develop new strategies to enhance reading comprehension, locate unfamiliar words in a story and determine their meanings, acquire new vocabulary identified from an assigned text, enhance understanding of new vocabulary.
- I can learn both the definitional and contextual information about a word.
- I can aim to use new vocabulary in speaking and writing.

**Areas to Be Evaluated:**

- Homework, test, quizzes
- Individual and group projects
- Multiple writing assignments of various type prose

**Additional Activities:**

- Grammar Review (*Constructing the House of Language* TextWord Press, Inc.)