**ENGLISH 9 COURSE OUTLINE** – Fall semester, 2016

*Mrs. Corlett and Ms. MacDonald*

***\*Our school year begins with an introduction to, and an application of, Bloom’s Taxonomy for Thinking. This concept is the foundation of our approach to this course.***

**Unit I – Introduction to Reading and Writing Strategies (4 weeks… and ongoing)**

1. Reading Strategies
* Setting a purpose
* Monitoring comprehension and fix-up strategies
* Making connections/using and increasing background knowledge
* Visualizing/Questioning strategies/Making inferences
* Determining importance in text/Summarizing information and key points
* Using text features
* Interpreting intent and meaning
* Effective use of graphic organizers
1. Writing Strategies
* Using the writing process and reinforcement of 6+1 Traits of Writing
1. Using various genres of short literature (poems, short stories, essays, advertisements, articles, essays, documentaries, charts, graphs, maps, brochures, etc.) to reinforce the above strategies

**Unit 2 – Poetry (4 weeks)**

1. Reinforce Reading and Writing Strategies through the study of poetry and songs
2. Introduce students to the following poetic devices through the reading and analysis of a variety of poems and songs, and determine poet intent and effectiveness in using them:
* Alliteration, allusion, assonance, blank verse, consonance, connotation, couplet, denotation, extended metaphor, free verse, hyperbole, iambic pentameter, imagery, internal rhyme, metaphor, narrative, onomatopoeia, parallel structure, personification, quatrain, rhyme, rhythm, simile, sonnet, stanza, symbol, theme

**Unit 3 – Short Stories (4 weeks)**

1. Reinforce Reading and Writing Strategies through the study of short stories
2. Introduce students to the following literary devices and an analysis of author choice and effectiveness through the reading and discussion of a variety of short stories:
* Character (flat/round), setting, plot (exposition, rising action, climax, falling action, resolution), point of view (first person, third person limited, third person omniscient), narrator (reliable/unreliable), symbol, irony, dialogue, foreshadowing, imagery, theme, conflict (character vs character, society, nature, self, supernatural)

**Unit 4 – Test Reading as a Genre (2 – 3 weeks)**

1. Reinforce Reading and Writing Strategies, especially reviewing strategies to assist with test-taking
* Elements and features of the test as a genre
* Test formats/Getting the big picture quickly
* Skim and Scan/read for detail
* Types of questions and the demands of each
* Keep moving/keep focused

**\*Please be aware that although speaking and listening skills and activities do not seem to be represented in the above units, these activities are a large component of our class. Many of the reading and writing strategies involve class discussion, group activities, research, and presentations. These will provide students with adequate skill development in the speaking and listening areas, allowing them to reach the outcomes set out in the English Language Arts Curriculum.**

***Methods of evaluation:*** checklists, rubrics, presentations, quizzes (conventional and electronic via Senteo), self-evaluation, peer evaluation, essays, practice materials, mock English Language Proficiency Assessment, OCA test kit, 5 Big Questions and One-Pagers (for monthly novel)

***Grade breakdown:*** Writing Process – 30 %

 Writing and Representing – 20 %

 Reading and Viewing – 35 %

 Speaking and Listening – 15 %

Can’t wait to get started!