

## 9<sup>th</sup> Grade English Course Syllabus: 2009-2010

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**Purpose:** The primary purpose of this course is to improve your literacy skills. We will study a variety of literary material and you will be asked to write in a variety of forms in response to that material. It is my objective that by the end of this class, you will read consciously, write concisely, speak articulately, and think critically.

The class has been organized to complement Global Perspectives. Therefore, we will be reading and writing about these four regions in the world: Mexico, England, the Middle East, and North America.

### Texts:

- *Barefoot Heart: Stories of a Migrant Child*
- *Esperanza Rising*
- *Macbeth*
- *A Christmas Carol*
- *Three Cups of Tea*
- *The Secret Life of Bees*
- *Fahrenheit 451*
- *A Writer's Reference*, Diana Hacker, sixth edition (2006, ISBN: 9780312450250), or online at <http://www.dianahacker.com/writersref/>

### Course Requirements:

<u>Requirement:</u>	<u>% of final grade</u>
• Writing Assignments (essays, short stories, research papers, poems, etc.)	40%
• 4 Oral presentations (5% each)	20%
• Daily work, in-class writing assignments, quizzes, and journal	15%
• Final exam	15%
• Semester exam	10%
• Minimum 2 scheduled conferences with me, one per semester	

**Grading:** 90%-100%=A; 80%-89%=B; 70%-79%=C; 60%-69%=D; 59% and below=F.

**Late Work:** Assignments are due at the beginning of class on the due date for full credit. PLAN ON computer malfunctions, printer errors, and ink cartridge deficiencies so that your work is punctual. Late work will be accepted the next class period for a maximum score of 60%; after that a zero will be given. Also, know that I give my highest grading priority to those students who turn their work in on time. For each legitimate absence, one equivalent day will be given for make-up work.

**Plagiarism:** Plagiarism is the use of someone else's words, ideas, or theories as your own without giving the author/artist/creator proper credit. Always **cite** quotations or paraphrased material. I (and Compass Public Charter School) take plagiarism very

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seriously; if you plagiarize something from a book, the internet, a friend, or any other source, you have unfortunately chosen to receive a zero on the assignment, a demerit, and in-school suspension. Your parent(s) will be notified immediately.

**Reading Assignments:** We will be reading a wide variety of wonderful literature this year. Some of the reading will be done in class, but you will be expected to keep up with out-of-class reading assignments as well. A comprehensive schedule is below for you to follow.

Each quarter, you will also be required to read one novel (approved by the teacher) that is related to the unit of study: Mexico, England, the Middle East, and North America. During fourth quarter, you will give a 10-minute oral presentation on the author and novel you have selected for the North American unit.

**Writing Assignments:** Papers are always due on Wednesdays. All assignments should be typed, double-spaced, and in 12-point, Times New Roman font. Follow all MLA format guidelines.

- **2 Book Reports: 1-2 pgs.** For 1<sup>st</sup> and 2<sup>nd</sup> quarters, read a book by an author from the region we are studying. Get that book approved by me. Then write a concise report of that book, using the prompts provided (handout). No fluff!
  1. Book Report #1—DUE: Oct. 7<sup>th</sup>. *Baseball in April* by Gary Soto
  2. Book Report #2—DUE: Nov. 18<sup>th</sup>.
  
- **2 Research Papers: 3-4 pgs.** Each quarter, you will write a research paper on the region we are studying and an essential problem of that region. In research papers, it is paramount that you SUPPORT YOUR POINT. Cite quotations and research information. Be objective (not opinionated!).
  1. Mexico Research Paper #1—DUE: Sept. 30<sup>th</sup>.
  2. England Research Paper #2—DUE: Dec. 2<sup>nd</sup>. (incl. audio/visual component)
  
- **4 Other Writing Assignments: 2-3 pgs.** To help you develop your creativity and critical thinking skills, you will complete 4 other writing assignments this semester (2 per quarter). Each assignment will be inspired by a different piece of literature.
  1. *Barefoot Heart*—DUE: Sept. 23<sup>rd</sup>.
  2. *Esperanza Rising*—DUE: Oct. 21<sup>st</sup>.
  3. *Macbeth*—DUE: Nov. 4<sup>th</sup>.
  4. *A Christmas Carol*—DUE: Dec. 16<sup>th</sup>.

**Oral Presentations:** Because being able to verbally articulate yourself is such an important life skill, you will be giving two oral presentations this semester. One will be a group skit and the other will be the audio/visual component to your England research paper (both are during the second quarter).

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**Schedule:** Though unforeseen events may (and probably will) alter the course schedule, a guideline for our class follows; asterisks indicate days on which papers are due and exams are bolded. (HW=Homework.)

- AUG** 24: Begin *Barefoot Heart*, ch. 1
- HW: Finish ch. 1
- 25: *Barefoot Heart*, ch. 2
- 26: Introduce author; notes on novel; vocabulary; study guide
- HW: Read ch. 3
- 27: *Barefoot Heart*, ch. 4
- HW: Read ch. 5
- 28: *Barefoot Heart*, ch. 6
- HW: Read ch. 7
- 31: Quiz: Chapters 1-7; *Barefoot Heart*, Begin ch. 8
- HW: Finish ch. 8
- SEPT** 1: *Barefoot Heart*, ch. 9
- HW: Read ch. 10
- 2: *Barefoot Heart*, ch. 11
- 3: *Barefoot Heart*, ch. 12
- HW: Read ch. 13
- 4: *In-Service—No School*
- 7: *Labor Day—No School*
- 8: Quiz: Chapters 8-13; discuss themes
- HW: Read ch. 15
- 9: *Barefoot Heart*, ch. 16
- HW: Read ch. 17
- 10: *Barefoot Heart*, ch. 18
- 11: *Barefoot Heart*, ch. 19-20
- 14: Finish *Barefoot Heart*, ch. 21; discuss *Barefoot Heart* essay
- 15: Introduction to research process: The Big 6; discuss topic
- HW: Begin research; locate 2 sources
- 16: Quality sources: credibility, currency, accuracy, and relevance
- 17: Plagiarism lesson; research in class
- HW: Continue research; locate 1-2 more sources
- 18: The outline; research in class
- HW: Finish outline; gather all sources; bring 10-15 blank note cards
- 21: Bring all source material today; note cards
- 22: Thesis statements; titles
- \*23: *Barefoot Heart* essay due; share; introduction to *Esperanza Rising*
- 24: Begin *Esperanza Rising*, ch. 1

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- HW: Read ch. 2
- 25: *Esperanza Rising*, ch. 3
  - HW: Read ch. 4
- 28: *Esperanza Rising*, ch. 5
- 29: *Esperanza Rising*, ch. 6
- \*30: Mexico Research Paper Due; *Esperanza Rising*, ch. 7
  - HW: Read ch. 8
- OCT** 1-2: *In-Service: No School*
- 5: *Esperanza Rising*, ch. 9
  - HW: Read ch. 10
- 6: *Esperanza Rising*, ch. 11
- \*7: Book Report #1 Due; *Esperanza Rising*, ch. 12
  - HW: Finish the novel, ch. 13
- 8: Study guide; discuss essay
- End Q-1 **9: Quarter Exam**
- 12-16: *Fall Break: No School*
- 19: Introduction to England Unit; *Macbeth* plot action activity
- 20: *Macbeth*, Act 1, scenes 1-3
  - HW: Read Act 1, scenes 4-6; paraphrase Lady Macbeth's soliloquy
- \*21: *Esperanza Rising* Essay Due; *Macbeth*, Act 1, scene 7; paraphrase Macbeth's soliloquy
  - HW: Read Act 2, scenes 1-2
- 22: *Macbeth*, Act 2, scenes 3-4
- 23: Quiz: Act 1 & 2; Read *Macbeth*, Act 3, scene 1
- 26: *Macbeth*, Act 3, scenes 2-3
  - HW: Read Act 3, scene 4; What was the gunpowder plot?
- 27: *Macbeth*, Act 3, scenes 5-6
  - HW: Read Act 4, scene 1
- 28: *Macbeth*, Act 4, scene 2; Discuss *Macbeth* essays
- 29: *Macbeth*, Act 4, scene 3
- 30: Quiz: Act 3 & 4; Read *Macbeth*, Act 5, scene 1
- NOV** 2: *Macbeth*, Act 5, scenes 2-3
  - HW: Read Act 5, scenes 4-5
- 3: Finish *Macbeth*, Act 5, scenes 6-8
- \*4: *Macbeth* Essay Due; share essays
  - Read critical essay; do agree or disagree? Why?
- 5-6: *P/T Conferences: No School*

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9: Choose groups for skit; select scenes; assign roles; paraphrase

10: Finish paraphrasing; practice skits

11: Practice skits, stage direction, lines, and costumes

- HW: Finalize skits

12: Group Skits

13: **Macbeth Exam**

16: Tennyson's "The Lady of Shalott"

17: Discuss England Research Paper; audio/visual component; locate 2 sources

- HW: Write outlines

\*18: Book Report #2 Due; Share book reports

19: Research: Locate 1-2 sources

- HW: Make note cards

20: Keats' "To Autumn"; paraphrase lines; cite sensory language

*23-27: Thanksgiving Break*

30: Notes on *Sir Gawain and Green Knight*; read pgs. 162-165, line 116

- HW: Read pgs. 165-169, line 258

**DEC** 1: Finish *Sir Gawain and Green Knight*, pg. 169-175; Medieval poems

- HW (for Mon.): Poem (adventure, supernatural, chivalry, & romance; alliteration)

\*2: England Research Paper Due; Audio/visual Presentations

3: Audio/visual Presentations

4: Audio/visual Presentations

7: Read poems; Introduction to *A Christmas Carol*; historical context; vocabulary

8: *A Christmas Carol*, stave 1

9: *A Christmas Carol*, stave 2

- HW: Read *USA Today* article; do you agree? Why/why not?

10: *A Christmas Carol*, stave 3

- HW: Read stave 4

11: Finish *A Christmas Carol*, stave 5

14: Pick one of the ghosts; describe the scene he/she would reveal to YOU.

EXTRA CREDIT OPTION: Illustrate the scene you visit with the ghost.

Include dialogue bubbles.

15: View *A Christmas Carol* (1984 version, dir. Clive Donner)

\*16: *A Christmas Carol* Story Due; Writer's Workshop

17: Finish *A Christmas Carol*

End Q-2 **18: Semester Exam**

*Dec. 21-Jan. 8: Winter Break*