Course Description

9th Grade English continues to build on the sequential review and development of grammar and communication skills in writing. An evaluation of world literature develops analytical skills using examples of short stories, the novella, the novel, poetry, allegory, and drama selected from a variety of periods and authors. A research paper using appropriate style, format, and documentation will examine the conflict between the secular moral struggle and the Christian worldview.

Rationale

9th Grade English is rich with classic works and renowned authors, key components of a broad understanding of literature. As students are exposed to these great works, they are also making connections with universal themes still evident in our own world.

Prerequisite

8th Grade Language Arts

Measurable Learning Outcomes

A. The student will make planned oral presentations.
B. The student will evaluate auditory, visual, and written media messages.
C. The student will define and utilize vocabulary assigned in the course.
D. The student will demonstrate comprehension of and analyze literary texts.
E. The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.
F. The student will self-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
G. The student will use print, electronic databases, online resources, and/or other media to access information to create a research product.

Course Materials

See LUOA’s Systems Requirements for computer specifications necessary to operate LUOA curriculum. Also view Digital Literacy Requirements for LUOA’s expectation of users’ digital literacy.
This course makes use of third-party digital resources to enhance the learning experience. LUOA staff and faculty have curated these resources. Students can safely access them to complete coursework. Please ensure that internet browser settings, pop-up blockers, and other filtering tools allow for these resources to be accessed. See Technologies and Resources Used in this Course below for a specific list.

- Note: Embedded YouTube videos may be utilized to supplement LUOA curriculum. YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, LUOA is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the Jerry Falwell Library.

Technologies and Resources Used in this Course
The following resource(s) are used throughout this course:
- American Heritage Dictionary

Course Grading Policies
The student’s grades will be determined according to the following grading scale and assignment weights. The final letter grade for the course is determined by a 10-point scale. Assignments are weighted according to a tier system, which can be referenced on the Grades Page in Canvas. Each tier is weighted according to the table below. Items that do not affect the student’s grade are found in Tier 0.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Assignment Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90-100%</td>
<td>Tier 0 0%</td>
</tr>
<tr>
<td>B 80-89%</td>
<td>Tier 1 25%</td>
</tr>
<tr>
<td>C 70-79%</td>
<td>Tier 2 35%</td>
</tr>
<tr>
<td>D 60-69%</td>
<td>Tier 3 40%</td>
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<tr>
<td>F 0-59%</td>
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Course Policies
Students are accountable for all information in the Student Handbook. Below are a few policies that have been highlighted from the Student Handbook.

Types of Assessments
To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, “1.2.W Quiz: The American Revolution.” These identifiers were placed on the Modules page to help students understand which Honor Code and Resubmission policies apply to that assessment (see the Honor Code and Resubmission policies on the pages that follow for further details).
• **Lesson:** *Any item on the Modules page designated as a “Lesson”*
  These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

• **Assignment:** *Any item on the Modules page designated as an “Assignment”*
  Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

• **Quiz:** *Any item on the Modules page designated as a “Quiz”*
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

• **Test:** *Any item on the Modules page designated as a “Test”*
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

**Resubmission Policy**

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

• **Lesson:** Students are automatically permitted two attempts on a Lesson. The student may freely resubmit for their first two attempts without the need for teacher approval.

• **Assignment:** Students are intended to do their best work the first time on all Assignments. However, any resubmissions must be completed before the student moves more than one module ahead of that Assignment. For example, a student may resubmit an Assignment from Module 3 while in Module 4 but not an Assignment from Modules 1 or 2. High School students may not resubmit an Assignment without expressed written permission from the teacher in a comment.

• **Quiz:** Students may NOT resubmit for an increased grade.

• **Test:** Students may NOT resubmit for an increased grade.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request, and that request will need to be approved by a Department Chair.

**Consequences for Violations to the Honor Code**

Every time a student violates the Honor Code, the teacher will submit an Honor Code Incident Report. The Student Support Coordinator will review the incident and allocate the appropriate consequences. Consequences, which are determined by the number of student offenses, are outlined below:

• **Warning:** This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. Students should view these actions as learning opportunities.
- **Lessons:** A zero will be assigned for the question only.
- **Elementary/Middle School Assignment:** The student must redo his or her work; however, the student may retain his or her original grade.

- **1st Offense:**
  - **Lesson, Quiz, or Test:** The student will receive a 0% on the entire assessment.
  - **Assignment:** The student will either:
    - Receive a 0% on the original assignment
    - Complete the Plagiarism Workshop
    - Retry the assignment for a maximum grade of 80%

- **2nd Offense:** The student will receive a 0% and be placed on academic probation.

- **3rd Offense:** The student will receive a 0% and the Faculty Chair will determine the consequences that should follow, possibly including withdrawal from the course or expulsion from the academy.
Scope and Sequence
9th Grade English

Module 1: Grammar & Writing Review
Week 1: Introduction and Plagiarism Review
Week 2: Strong Writing and Style
Week 3: Grammar Review

Module 2: The Short Story
Week 4: Richard Connell and James Thurber
Week 5: Jack London and O. Henry
Week 6: Guy de Maupassant and Frank Stockton
Week 7: Comparison/Contrast, Ambrose Bierce
Week 8: Vocabulary Quiz and Short Story Test

Module 3: Novella: Jekyll and Hyde
Week 9: Jekyll and Hyde Introduction
Week 10: Jekyll and Hyde, chapters 1-8
Week 11: Jekyll and Hyde, chapters 9-10

Module 4: Novel: Great Expectations
Week 12: Great Expectations, chapters 1-6
Week 13: Great Expectations, chapters 7-19
Week 14: Great Expectations, chapters 20-33
Week 15: Great Expectations, chapters 34-46
Week 16: Great Expectations, chapters 47-59
Week 17: Great Expectations, Essay and Test

Module 5:
Week 18: Midterm Exam

Module 6: Poetry
Week 19: Poe, Brooks, and Lanier
Week 20: Hughes, Dickinson, Shelley, Browning, Thomas, and Alcott
Week 21: Comparison/Contrast and Test

Module 7: Literary Genres: Fiction & Nonfiction
Week 22: Fiction: Narrative, Poetic, Dramatic
Week 23: Nonfiction: Editorials, Essays, Speeches
Week 24: Nonfiction: Biography, Memoir

Module 8: Media Literacy and Research Paper
Week 25: Media Literacy
Week 26: Research Paper: Introduction
Week 27: Research: Bibliography, Outline, Thesis Statement
Week 28: Research: Citations and First Draft Due

Module 9: Drama: Romeo and Juliet
Week 29: Introduction to Shakespeare
Week 30: Shakespeare’s Form and Content
Week 31: Acts 3-4; Second Draft of Research Paper Due
Week 32: Romeo and Juliet Analysis

Module 10: Allegory: Pilgrim’s Progress
Week 33: Introduction to Bunyan and Allegory
Week 34: Pilgrim’s Progress, Chapters 6-10
Week 35: Oral Presentation
Week 36: Review and Final Exam