9th grade English
LAN0900

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, 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

9.1 The student will make planned oral presentations.

9.2 The student will evaluate auditory, visual, and written media messages.

9.3 The student will define and utilize vocabulary assigned in the course.

9.4 The student will demonstrate comprehension of and analyze literary texts.

9.5 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.

9.6 The student will self-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

9.7 The student will use print, electronic databases, online resources, and/or other media to access information to create a research product.
Materials List
Please see the Supply List page on LUOA’s website as well as the Digital Literacy Requirements page for general supplies and requirements with LUOA curriculum. This course does not require any materials beyond those required by all LUOA courses.

Digital Tools
This course makes use of third-party digital resources to enhance the learning experience. These resources have been curated by LUOA staff and faculty and can be safely accessed by students to complete coursework. Please ensure that internet browser settings, pop-up blockers, and other filtering tools allow for these resources to be accessed.

The following resources are used throughout this course:
  - Embedded YouTube videos

Course Grading Policies
The students’ 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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</tbody>
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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 a title like “1.2.3 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 page to 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 their 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 crashing, 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 fill out an Honor Code Incident Report, email the advisor, and carbon copy the Department Chair with the report. The advisor will verify which number offense this is and inform the teacher and parent. The
teacher will then leave a comment on the student’s assignment and award the appropriate consequences. Replies to any correspondence must be made within 24 hours of the last email received.

- **Warning:** This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. These will be taken as a teaching moment for the student.
  - **Lessons:** A zero will be assigned for the question only.
  - **Elementary/Middle School Assignment:** The student must redo their work. However, they may retain their original grade.

- **1st Offense:**
  - **Lesson, Quiz, or Test:** The student will receive a zero on the entire assessment.
  - **Assignment:** The student will:
    - Receive a 0% or 80% of his or her original grade per the teacher’s discretion
    - Be required to complete the Plagiarism Workshop
    - Be permitted to retry for a higher grade on the next attempt at the teacher’s discretion

- **2nd Offense:** The student will receive a zero and be placed on Academic Probation.

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

Module 1: The Short Story
Week 1: Introduction: The Short Story
Week 2: “The Most Dangerous Game”
Week 3: “The Secret Life of Walter Mitty”
Week 4: “The Cask of Amontillado”

Module 2: The Short Story
Week 5: “War”
Week 6: “The Gift of the Magi”
Week 7: “The Necklace”
Week 8: “Horseman in the Sky”

Module 3: Novella
Week 9: “The Strange Case of Dr. Jekyll & Mr. Hyde”
Week 10: “The Strange Case of Dr. Jekyll & Mr. Hyde”
Week 11: “The Strange Case of Dr. Jekyll & Mr. Hyde”

Module 4: Novel
Week 12: *Great Expectations*
Week 13: *Great Expectations*
Week 14: *Great Expectations*
Week 15: *Great Expectations*

Module 5:
Week 16: *Great Expectations*
Week 17: *Great Expectations*
Week 18: *Great Expectations* Review

Module 6: Poetry
Week 19: Poe and Lanier
Week 20: Brooks and Dickinson
Week 21: Biblical and Christian Poetry

Module 7: Elizabethan Literature
Week 22: Introduction
Week 23: Shakespeare
Week 24: *Romeo and Juliet*
Week 25: *Romeo and Juliet*
*Begin Research Paper

Module 8: *Romeo and Juliet*
Week 26: *Romeo and Juliet*
Week 27: *Romeo and Juliet*
Week 28: *Romeo and Juliet*
Week 29: *Romeo and Juliet*
*Continue Research Paper

Module 9: *Romeo and Juliet*
Week 30: *Romeo and Juliet* and Turn in Final Draft of Research Paper
Week 31: *Romeo and Juliet*
Week 32: *Romeo and Juliet*
Week 33: *Romeo and Juliet*

Module 10: Semester Review
Week 34: Vocabulary Review
Week 35: Review for Exam & Exam
Week 36: Finish Up!!!!