

**West Linn–Wilsonville School District**  
**English Language Arts – Course Statement**

<b><u>Course Title: English 9</u></b>	
<b>Length of Course:</b> Year <b>Number of Credits:</b> 2 <b>Grade Level:</b> 9 <b>Prerequisites:</b> None <b>CIM Work Samples</b> <b>Offered in Course:</b> 2 writing and 1 speaking work samples	
<b>Date of Description/Revision:</b> 2002	
<b>Course Overview</b>	
<p>This required course emphasizes coming of age themes and the development of empathic understandings through text. Students will develop reading, writing, and speaking skills as well as develop analytical skills through the study of literature. Students will focus on self-discovery as well as on developing an empathetic world view.</p>	
<b>Essential Questions</b>	<b>Concepts providing focus for student learning</b>
<ul style="list-style-type: none"> <li>• Who am I?</li> <li>• What codes do I live by and what are their origins?</li> <li>• How do I find success, competence, and confidence?</li> <li>• How do I meet fear, disappointment, and insecurity?</li> <li>• How do I fit into my family/community?</li> <li>• What can I do with my concern for others?</li> <li>• How do I understand others?</li> <li>• What do I do when my personal values conflict with those of society?</li> <li>• What is ethical?</li> <li>• What are the “ideals” of a hero/literary hero?</li> <li>• How can I learn the lessons of life through literature and the relationship it has with the world?</li> </ul>	
<b>Proficiency Statements</b>	
<p>Upon completion of course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate his/her ability to articulate his/her feelings and beliefs through narrative, descriptive, and expository writing.</li> <li>• Demonstrate his/her ability to see others’ personal perspectives; develop empathy, compassion.</li> <li>• Demonstrate his/her ability to analyze a literary work and the ability to synthesize aspects of several works, making connections regarding theme, style, and/or structure.</li> <li>• Produce several pieces of writing, both imaginative and expository.</li> </ul>	

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- Demonstrate proficiency with standard English prose (punctuation, spelling, syntax, usage) and with organizational skills (appropriate introductions, conclusions, transitions, and organizational structures).
- Explore elements of style in his/her own writing and work to polish that style and strengthen his/her voice.
- Logically support his/her own interpretation of literature with documented references from the literary work.

**General Course Topics/Units & Timeframes**

- A. Core Literature
- *The Odyssey*
  - *To Kill a Mockingbird*
  - *Romeo and Juliet*
  - *Night* or *The Pearl*; *Speak*
  - Short stories (as genre)
  - Nonfiction (as genre)
  - Poetry (as genre)
- B. Optional Literature Selections
- *Animal Farm*
  - *Black Boy*
  - *Chosen, The*
  - *Fahrenheit 451*
  - *Farewell to Manzanar*
  - *I Am the Darker Brother*
  - *Iliad, The*
  - *Inherit the Wind*
  - *Night*
  - *Old Man the the Sea*
  - *Tapestry of Hope*
  - *When Legends Die*
- C. Writing
- Narrative
  - Descriptive
  - Expository - literary analysis
  - Imaginative

**Resources**

- Text: *Prentice-Hall Literature – Timeless Voices, Timeless Themes – Gold Level*, Prentice-Hall, 2000
- Other: Teacher selected short stories, essays, biographies, autobiographies, and poetry