

English 9

LAN-900

2022 07/01/2022 to 06/30/2023 Modified 04/22/2022

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 analyze a social issue from multiple lenses: the historical context, the literary author's position, the modern perception, and biblical perspective. A video-recorded oral presentation will examine the role of imagination or suffering in the Christian life.

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.

Biblical Integration Outcomes

- A. The student will examine and analyze literature in the context of biblical perspective.
- B. The student will critically think and understand the value of studying classic and modern literature to strengthen an empathetic and evangelistic attitude toward others.

Course Resources

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 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](#).

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Technologies and Resources Used in this Course

The following resource(s) are used throughout this course:

- American Heritage Dictionary

Policies

Students are accountable for all information in the [Student Handbook \(https://www.liberty.edu/online-academy/wp-content/uploads/2021/11/LUOA-Student-Handbook.pdf\)](https://www.liberty.edu/online-academy/wp-content/uploads/2021/11/LUOA-Student-Handbook.pdf). Below are a few policies that have been highlighted from the Student Handbook.

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.

Grading Scale		Assignment Weights	
A	90-100%	Tier 0	0%
B	80-89%	Tier 1	25%
C	70-79%	Tier 2	35%
D	60-69%	Tier 3	40%
F	0-59%		

In order for students to receive credit for a course, the following conditions have to be met:

- All semester exams and module tests have to be completed.
- All Tier 3 projects or papers have to be completed.
- Fewer than 10 zeros exist in the gradebook for blank submissions in a full credit course and 5 zeros for blank submissions in a semester course.

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 Resubmission and Honor Code policies apply to that assessment (see the Resubmission Policy and Honor Code Policy below 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. Students may freely resubmit for their first two attempts without the need for teacher approval.
- **Assignment:** Students should 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.

Honor Code Policy

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 Director of Faculty will determine the consequences that should follow,

possibly including withdrawal from the course or expulsion from the academy.

Materials Selection Policy

LUOA curates educational materials that are consistent with the school's philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all LUOA students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian values.

The curriculum department has approved required educational materials for students.

Schedule

Module 1: Grammar & Writing Review

Week 1: Introduction and Plagiarism Review

Week 2: Strong Writing and Style

Week 3: Grammar Review

Module 2: Short Stories

Week 4: O Henry and Fyodor Dostoevsky

Week 5: Richard Connell, Alice Walker, and Amy Tan

Week 6: James Thurber, Gwendolyn Brooks, and Frank Stockton

Week 7: Comparison/Contrast Essay; Jack London and Ambrose Bierce

Week 8: Essay Submission; Module Tests Week 9: Quarter Review, Test

Module 3: Novel: Great Expectations Part 1 (Volume 1)

Week 10: Great Expectations, Chapters 1-6

Week 11: Great Expectations, Chapters 7-19

Module 4: Novel: Great Expectations Part 2 (Volumes 2 and 3)

Week 12: Great Expectations, Chapters 20-33

Week 13: Great Expectations, Chapters 34-46

Week 14: Great Expectations, Chapters 47-59

Week 15: Reviews; Tests; Essay Submission

Module 5: Poetry

Week 16: Edgar Allen Poe, Gwendolyn Brooks, and Sidney Lanier

Week 17: Langston Hughes, Emily Dickinson, Percy Bysshe Shelley, Elizabeth Barrett Browning, Dylan Thomas, and Louisa May Alcott

Week 18: Poetry, Continued

Module 6: Novella: Jekyll and Hyde

Week 19: Dr. Jekyll and Mr. Hyde Introduction

Week 20: Jekyll and Hyde, Chapters 1-8

Week 21: Dr. Jekyll and Mr. Hyde, Chapters

9-10; Module 6 Test

Module 7: Literary Genres: Fiction & Nonfiction

Week 22: Fiction

Week 23: Nonfiction

Week 24: Nonfiction, continued

Module 8: Pilgrim's Progress

Week 25: Introduction to Bunyan and Allegory

Week 26: Pilgrim's Progress, Chapters 6-10

Week 27: Oral Presentation Preparation

Module 9: Media Literacy and Research Paper

Week 28: Media Literacy

Week 29: Research Paper

Week 30: Research, continued

Week 31: Research, continued

Module 10: William Shakespeare's Romeo and Juliet

Week 32: Introduction to Shakespeare and Romeo and Juliet

Week 33: Romeo and Juliet, continued

Week 34: Romeo and Juliet, continued; Research Paper

Week 35: Romeo and Juliet Analysis

Week 36: Oral Presentation and Exam