



QualityCore™

English 9 Course Objectives

Contents

This booklet provides a list of course objectives for a rigorous English 9 course.



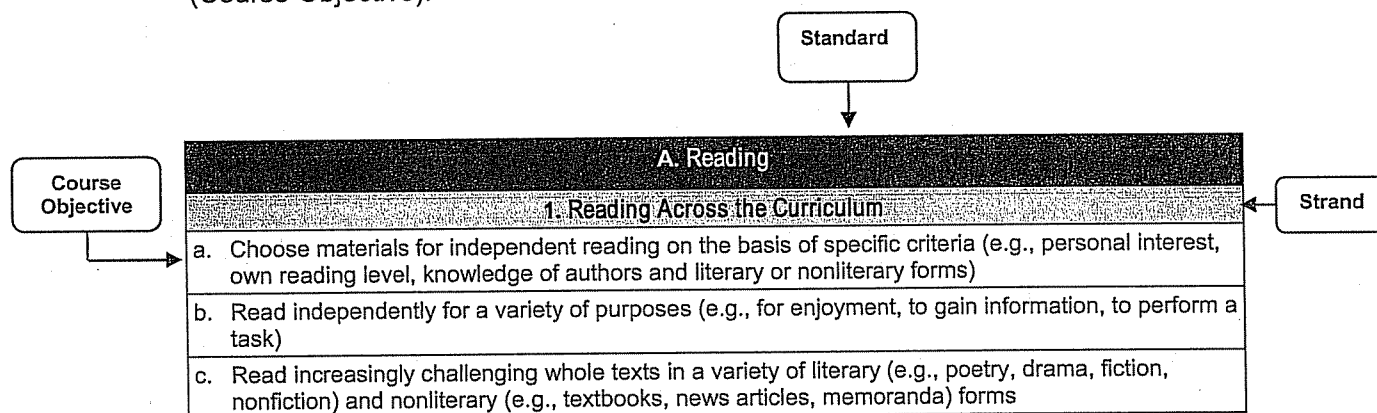
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Origins of Course Objectives

The course objectives listed in this booklet (pp. 2–6) were developed by examining the course materials submitted by high school teachers participating in the ACT–Education Trust study *On Course for Success: A Close Look at Selected High School Courses That Prepare All Students for College* (see <http://www.act.org/path/policy/reports/success.html>). The study focused on ten successful high schools where the student population was at least 40% minority and/or 50% low income. Each of the schools produced a significant proportion of graduates who had met or exceeded ACT College Readiness Benchmark Scores, scores that predict success in specific entry-level college courses. The course objectives were also reviewed by practicing classroom teachers across the nation and a panel of experts known for their work in curriculum.

Organization of Objectives

As shown below, the set of English 9 course objectives are organized according to three levels: from general (Standard) to intermediate (Strand) to specific (Course Objective).



The English 9 course objectives include 5 standards that address the “big ideas” (i.e., overarching themes or foundational concepts) in the area of English 9. These standards are listed below.

- A. Reading
- B. Writing
- C. Research
- D. Listening, Viewing, and Speaking
- E. Study Skills and Test Taking

The course objectives on the following pages represent what students should know and be able to do in a rigorous English 9 course.

English 9 Course Objectives

Becoming well versed in the English language arts requires students to develop skills and understandings that are closely intertwined; such connectedness helps students become discerning and thoughtful readers, writers, listeners, speakers, and viewers of texts both inside and outside of the classroom.

A. Reading	
1. Reading Across the Curriculum	
a.	Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms)
b.	Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)
c.	Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms
2. Reading Strategies	
a.	Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts
b.	Use metacognitive skills (i.e., monitor, regulate, and orchestrate one's understanding) when reading increasingly challenging texts, using the most appropriate "fix-up" strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)
c.	Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions
d.	Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
e.	Compare texts to previously read texts, past and present events, and/or content learned in other coursework
3. Knowledge of Literary and Nonliterary Forms	
a.	Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, biographies, essays, myths, speeches) from various cultures and of nonliterary forms (e.g., workplace and technical documents)
b.	Compare works with similar themes or topics presented in different media or literary forms (e.g., the life of Helen Keller as presented in her autobiography <i>The Story of My Life</i> and in the play and movie <i>The Miracle Worker</i>)
c.	Read dramatic literature (e.g., <i>Our Town</i> , <i>Romeo and Juliet</i>) and analyze its conventions to identify how they express a writer's meaning
d.	Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)
4. Influences on Texts	
a.	Relate a literary work to the important ideas of the time and place in which it is set or in which it was written (e.g., the Great Depression as represented in John Steinbeck's novel <i>Of Mice and Men</i> and Dorothea Lange's photographs)
b.	Describe archetypal images used in literature and film (e.g., the portrayal of Curley's wife in John Steinbeck's novel <i>Of Mice and Men</i> as the biblical Eve)

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A. Reading (continued)	
5. Author's Voice and Method	
a.	Use organization or structure of text (e.g., comparison/contrast, cause/effect, problem/solution) and writer's techniques (e.g., repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts
b.	Distinguish between author and narrator/speaker/persona in increasingly challenging texts
c.	Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts
d.	Identify, analyze, and evaluate the author's use of parallel plots and subplots in increasingly challenging texts
e.	Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts
f.	Analyze an author's implicit and explicit argument, perspective, or viewpoint in a text (e.g., the role of social position in John Steinbeck's novel <i>Of Mice and Men</i>)
g.	Describe what makes an author's style distinct from the styles of others
h.	Identify the author's stated or implied purpose in increasingly challenging texts
6. Persuasive Language and Logic	
a.	Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches
b.	Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, logical gaps, and omissions
c.	Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources
d.	Distinguish between fact and opinion, basing judgments on evidence and reasoning
7. Literary Criticism	
a.	Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the term <i>epiphany</i> or <i>symbolism</i> appropriately in a discussion of Toni Morrison's novel <i>The Bluest Eye</i>)
b.	Generate interpretations of increasingly challenging texts; support judgments by citing evidence from the text
8. Words and Their History	
a.	Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject area vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)
b.	Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts
c.	Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words
d.	Use context clues (e.g., author's restatement, example) to understand unfamiliar words in increasingly challenging texts
e.	Comprehend foreign words and phrases in texts that are commonly used in English
f.	Identify and interpret common idioms and literary, classical, and biblical allusions (e.g., Achilles' heel) in increasingly challenging texts
g.	Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language
h.	Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts

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B: Writing	
1. Writing Process	
a.	Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
b.	Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to a friend about a party versus writing a letter to your grandmother about the same party)
c.	Revise, refine, edit, and proofread own and others' writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement
d.	Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product
2. Modes of Writing for Different Purposes and Audiences	
a.	Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect
b.	Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject and support the main ideas with facts, details, and examples
c.	Craft first and final drafts of persuasive papers that support arguments with detailed evidence, exclude irrelevant information, and correctly cite sources
d.	Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text
e.	Craft first and final drafts of workplace and other real-life writing (e.g., job applications, editorials, meeting minutes) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task
f.	Craft first and final drafts of fictional, biographical, and autobiographical narratives that use specific settings, sensory details, dialogue, and tone to develop plot and characters
3. Organization, Unity, and Coherence	
a.	Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
b.	Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
c.	Add important information and delete irrelevant information to more clearly establish a central idea
d.	Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice
e.	Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing
4. Sentence-Level Constructions	
a.	Correct run-ons, fragments, and dangling and/or misplaced modifiers to improve clarity
b.	Use a variety of sentence structures to vary pace and to support meaning
c.	Use parallel structure to present items in a series and items juxtaposed for emphasis
d.	Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice
e.	Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose
f.	Use strong action verbs, sensory details, vivid imagery, and precise words

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B. Writing (continued)	
5. Conventions of Usage	
a.	Correctly spell commonly misspelled/confused words
b.	Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
c.	Make subject and verb agree in number, even when there is some text between the subject and verb
d.	Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
e.	Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified
f.	Correctly use parts of speech
6. Conventions of Punctuation	
a.	Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
b.	Use punctuation correctly within sentences and words
c.	Demonstrate correct use of capitalization
C. Research	
a.	Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources
b.	Decide on a research question and develop a hypothesis, modifying questions as necessary during the project to further narrow the focus or extend the investigation
c.	Evaluate source information (e.g., primary and secondary sources) for accuracy, credibility, currency, utility, relevance, reliability, and perspective
d.	Compile and organize the important information to support central ideas, concepts, and themes
e.	Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others' intellectual property (i.e., plagiarism)
f.	Compose a short research report, oral or written, that includes a clear thesis statement, title page, outline, first and final drafts, and works-cited page, adhering to MLA or other stylebook guidelines

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D. Listening, Viewing, and Speaking	
1. Comprehension and Analysis	
a.	Recognize the main ideas in a variety of oral presentations and draw valid conclusions
b.	Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements
c.	Identify types of arguments (e.g., causation, analogy, appeals to emotion or authority) in visual and oral texts
d.	Compare how different media forms (e.g., television news, news magazines, documentaries, online news sources) cover the same event
2. Application	
a.	Use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources
b.	Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)
c.	Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes
d.	Write and deliver informational speeches that present a clear, distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources
e.	Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; structured arguments; and relevant evidence from a variety of sources
f.	Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings
g.	Actively participate in small-group and large-group discussions, assuming various roles
E. Study Skills and Test Taking	
a.	Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted
b.	Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork
c.	Use appropriate essay-test-taking and timed-writing strategies that address and analyze the question (prompt)
d.	Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy