



**SAINT GEORGE  
SCHOOL**  
FOUNDED 1965



Porfirio Herrera No. 6, Ensanche Piantini,  
Santo Domingo, D. N. Rep. Dominicana

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## PRE-IB ENGLISH I (3<sup>rd</sup> Form)

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Academic Year: 2011-2012

## INTRODUCTION AND DESCRIPTION OF COURSE

The 9<sup>th</sup> Grade English course is designed to expose the students to major literary works and various types of writing. Students will read and analyze a selection of both fiction and non-fiction texts. They will critique and plan presentations based on the reading selections, including a drama unit, for which they will have the opportunity to enact scenes. A major focus of the course is to develop students' writing skills through the planning, writing, revising and publishing of individual pieces in the various writing genres, with an emphasis on narrative and descriptive writing. Throughout the year, they will be expected to employ correct grammar, spelling and usage of the English language and will continue to work at reinforcing these skills. Additionally, they will be developing oral presentation skills through the planning, writing and delivering of speeches and other oral presentations.

## CONTENT

Reading: 9<sup>th</sup> Grade English will be reading four major texts, as well as a variety of other texts. Units will be based on the texts and include the major text or texts for the unit as well as a plethora of supporting materials. Throughout the units, students will practice reading skills such as making connections, making inferences, questioning, summarizing and synthesizing.

- Unit 1: Harper Lee, To Kill a Mockingbird : We will read the novel and analyze a variety of supporting materials that include photographs, documents, articles and speeches related to the setting of the story. We will be focusing on the themes of prejudice, injustice, moral courage, loss of innocence/coming of age and being an outsider. Throughout the unit, as well as other subsequent units, students will continue to build vocabulary and produce written and oral responses to the texts. They will also identify and analyze the literary elements as they apply to the book.
- Unit 2: Elie Wiesel, Night: With this book, we will continue to study the themes of prejudice, injustice and loss of innocence as well as evil/inhumanity towards other people, crisis of faith and familial relationships. Students will also be exposed to, analyze and respond to other supporting materials about the Holocaust.

- Unit 3: Short Stories: We will read a variety of short stories to study, analyze and compare the literary elements and techniques in short-form fiction, including voice, audience and the development of plot events and sequence. Students will also plan, write, revise and publish short stories.
- Unit 4: Poetry: We will read a variety of poems as we study and analyze the different forms, use of language and other characteristics of poetry. We will practice the performance of poetry and students will be able to experiment creating and performing poetry in the different forms.
- Unit 5: William Shakespeare, Romeo and Juliet: We will read the play and study the themes of the power of love, the individual versus society and fate/destiny. We will study the language of Shakespeare and analyze the literature. Students will also practice performing a dramatic piece as they enact monologues or scenes selected from the play.
- Unit 6: Daniel Keyes, Flowers for Algernon: We will read, analyze and respond to the novel, told in the form of progress reports, and study the themes of use and abuse of science and technology, prejudice, inhumanity to other people, being an outcast/outsider, love and understanding of self.

Writing: 9<sup>th</sup> Grade English will be focusing on producing narrative and descriptive texts. However, students will also be exposed to and get opportunities to experiment with literary, expository and informational texts. We will address both fiction and non-fiction texts in our writing. Additionally, we will be studying and beginning to write literary analysis. We will also begin experimenting with writing tasks inspired by the texts we read.

Spelling, grammar, conventions and correct usage of the English language will be emphasized through our reading responses and our writing units and, when necessary, through additional stand-alone instruction and practice.

Oral Presentations: Students will also develop and present oral presentations at least once per semester. These presentations may be based on the texts written by students or on the professional texts studied in class.

### **TEXTBOOKS AND OTHER RESOURCES**

Core Texts:

Daniel Keyes, Flowers for Algernon  
 Harper Lee, To Kill a Mockingbird  
 Elie Wiesel, Night  
Elements of Literature – Third Course (Holt)  
The Little, Brown Handbook (11th Edition)



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\*These core texts do not make up the entirety of the printed resources to be used in the course.

Other resources will include:

- William Shakespeare's Romeo and Juliet
- Short stories
- Poems
- Essays
- Newspaper and magazine articles

\* Students are expected to have the following materials for class:

- Binder with three sections devoted for English class. One section will be for writing assignments, one section will be for reading assignments and one section will be used for grammar/vocabulary/spelling practice.
- Blue or black ink pen.
- Post-it notes
- Highlighter

## TEACHING STRATEGIES

Students will benefit from a wide range of teaching approaches and strategies, including but not limited to: individual, pair and group work; a variety of written and oral activities; question and answer; small group and whole class discussions; independent and group research; debate.

## EVALUATIONS

The students will receive a rubric (grid that lists criteria) explaining precisely how they will be evaluated for all assignments.

- Participation (20%)
- Homework (10%)
- Quizzes (10%)
- Classwork/Preparedness (10%)
- Test/Projects/Essays (50%)\*\*

\*\*1<sup>st</sup> Corte: 10% of the Test/Projects/Essays grade will be based on the Summer Reading Essay.

## OTHER REMARKS REGARDING OUR CLASS

Our class needs to be a safe space where students can feel comfortable participating without fear of ridicule or rejection. This means that everyone waits for a turn to speak, and everyone listens carefully to what others are contributing to the discussion. It also means that we all act and speak respectfully and make a strong effort to think about what we say before we say it. Debate is encouraged, as long as we do it in a respectful, thoughtful manner.

Students are expected to be on time and prepared for each class. This means that they always have all the required materials and are ready to begin our class meeting at the correct time. Students will always receive clear deadlines for their work and must meet their deadlines. Late work will be penalized by 10% per day late, unless the student has arranged an extension with the teacher. Extensions cannot be arranged the day the work is due.

Absent students are responsible for all the work missed, including copying any class notes and completing any in-class activities. If a student knows they will have an extended absence, they should notify the teacher in writing in advance and arrange for a way to complete the work they will miss during the absence.