Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school’s guidance department.

COURSE DESCRIPTION
The Honors English 9 course focuses on developing the students’ critical and analytical language skills. The students’ year begins with the portfolio overview and a literary genres overview. As the students examine the elements of narration, they review the elements of plot, setting, characterization, tone, theme, and point of view in short stories and novels. In addition, they gain an understanding of attitude, tone, and perspective. During the study of nonfiction, the students analyze various forms including essays, reports, biographies, and autobiographies. In addition, they learn to distinguish between subjective and objective writing. As they study satire, the students learn to distinguish the characteristics of various types of satire and the fact that satire can cross genres.

While studying poetry, students examine the ways writers use the elements and devices of poetry to create a literary effect. Students are thoroughly immersed in the language of poetry as they read, discuss and analyze poems. As the students progress through the last unit, they read plays from the three stages in the development of drama (Greek, Elizabethan, and Modern). During the reading of the plays, students study theatrical conventions, sharpen their skills in oral interpretation, justify their personal responses to the work, develop a specialized vocabulary related to the study of drama, and collaborate on an informal research project.

These units integrate skills in reading, writing, speaking/listening, problem solving, and working cooperatively. Composition instruction emphasizes the five modes of discourse as well as creative writing. Grammar, usage, mechanics, and vocabulary are integrated into each unit for the purpose of strengthening skills as needed. All pieces of a student’s writing are stored in a Works in Progress folder from which each student selects pieces of writing for his or her writing portfolio. The contents of the portfolio illustrate how each student has grown and improved as a writer throughout the year.

PREREQUISITE
Advanced English 8 or English 8 and teacher recommendation

OPTIONS FOR NEXT COURSE
Enrollment for the next English course should be based on student performance, teacher recommendation, and parent input. The courses available are English, Grade 10 and Honors English, Grade 10.

REQUIRED STUDENT TEXTBOOKS
Elements of Literature, Third Course
Holt Language Handbook

READING SELECTIONS
Works may be chosen from the following list.

<table>
<thead>
<tr>
<th>Alas, Babylon, Frank</th>
<th>Friday Night Lights, Bissinger</th>
<th>October Sky, Hickam</th>
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<tbody>
<tr>
<td>Arms and the Man, Shaw</td>
<td>Great Expectations, Dickens</td>
<td>Our Town, Wilder</td>
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<tr>
<td>Cold Sassy Tree, Burns</td>
<td>The House on Mango Street, Cisneros</td>
<td>Romeo and Juliet, Shakespeare</td>
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<td>The Curious Incident of the Dog in the Night Time, Haddon</td>
<td>The Little Prince, De Saint Exupery</td>
<td>This Boy’s Life: A Memoir, Wolff</td>
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<tr>
<td>Dust Tracks on a Road, Hurston</td>
<td>A Midsummer Night’s Dream, Shakespeare</td>
<td>Twelfth Night, Shakespeare</td>
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<tr>
<td>Ellen Foster, Gibbons</td>
<td>Murder on the Orient Express, Christie</td>
<td>Walk Two Moons, Creech</td>
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<td>Nicholas and Alexandra, Massey</td>
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</tbody>
</table>
COMMUNICATION: SPEAKING, LISTENING, AND MEDIA LITERACY
9.1 The student will participate in small-group learning activities. (SOL 9.1)
9.2 The student will make planned oral presentations independently and within small groups. (SOL 9.1)
9.3 The student will produce, analyze, and evaluate auditory, visual, and written media messages. (SOL 9.2)

READING AND RESPONDING TO LITERATURE
9.4 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. (SOL 9.3)
9.5 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama. (SOL 9.4)
9.6 The student will read and analyze a variety of nonfiction texts. (SOL 9.5)

WRITTEN COMMUNICATION
9.7 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. (SOL 9.6)
9.8 The student will apply general essay structures to convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
9.9 The student will apply knowledge of the writing process to develop and strengthen writing and to reflect upon growth as writer.
9.10 The student will use specific grammatical structures to develop cohesive writing, to improve sentence variety and to clarify the relationships among complex ideas and concepts.
9.11 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. (SOL 9.7)

RESEARCH
9.12 The student will use print, electronic databases, online resources, and other media to access information to create a research product. (SOL 9.8)
Mission Statement

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

Dr. James G. Merrill, Superintendent

DEPARTMENT OF CURRICULUM AND INSTRUCTION
2512 George Mason Drive • P. O. Box 6038 • Virginia Beach, Virginia 23456-0038

Virginia Beach City Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and supporting regulation (Policies 2-33, 4-4, 5-7, and 6-7 and Regulation 5-44.1) provide equal access to courses, programs, counseling services, physical education and athletics, vocational education, instructional materials, and extracurricular activities.

The following staff are designated to handle inquiries regarding the non-discrimination policies:
Director of Guidance Services at (757) 263-1980 or to the Assistant Superintendent of Human Resources at (757) 263-1133.

For further information on notice of non-discrimination, visit http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Curriculum and Instruction, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone (757) 263-1070 or (757) 263-1429; fax (757) 263-1424; TDD (757) 263-1240

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