

# Virginia English 9, Semester A

## Course Overview

English is the study of the creation and analysis of literature written in the English language. In Virginia English 9, Semester A, you will study a variety of techniques to improve your reading comprehension and writing skills. The instruction covers many types of writing: creative, descriptive, expository, narrative, and persuasive. In Virginia English 9, Semester A, you will read and analyze literature in different genres as well as practice skills related to good study habits. You will sharpen your writing skills as you evaluate literary works with regard to literary technique, form, and theme.

## Course Goals

By the end of this course, you will be able to do the following:

- Recognize what is expected of a high school student and evaluate your current academic skills.
- Do a close reading of fiction and nonfiction texts.
- Explore the structure, basic characteristics, and elements of fiction.
- Examine the significance and role of genre in *The Death of Ivan Ilyich* and analyze the novella's symbols.
- Investigate the characteristics of a literary essay and identify the steps for writing about literature.
- Explore elements of poetry, including structure, sound patterns, and figurative language.
- Examine the life of Edgar Allan Poe and analyze theme, symbolism, and tone in his poem "The Raven."
- Investigate the history and characteristics of epic poetry and epic similes.
- Explore the historical context, themes, and structures of *The Odyssey* and the characteristics of the epic hero.

## General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Complete basic operations with presentation software, such as Microsoft PowerPoint or Google Docs Presentation.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Student Orientation, found at the beginning of this course.*

## **Credit Value**

Virginia English 9, Semester A is a 0.5-credit course.

## **Course Materials**

- notebook
- pencil or pen
- computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft PowerPoint or equivalent

Some course readings may require a visit to your school library or public library.

## **Course Pacing Guide**

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

## **Unit 1: Introduction to High School Academics**

### **Summary**

The focus of this unit is to prepare you for the expectations and challenges of the work expected of you in this course. You will be introduced to important reading and

comprehension skills and will be encouraged to evaluate your current academic skills as you explore skills such as study habits and time management. You will then learn how to do a close reading of fiction texts and nonfiction texts. At the end of the unit, you will evaluate your current writing strategies and explore high-level writing strategies.

<b>Day</b>	<b>Activity/Objective</b>	<b>Type</b>
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Course Syllabus and the Plato Student Orientation at the beginning of this course.</i>	Course Orientation
6 days: 2–7	<b>Who Are You as a Student?</b> <i>Recognize what is expected of a high school student and evaluate your current academic skills.</i>	Lesson
6 days: 8–13	<b>Fiction: Doing a Close Reading</b> <i>Explore how to do a close reading of a fiction text.</i>	Lesson
6 days: 14–19	<b>Nonfiction: Doing a Close Reading</b> <i>Explore how to do a close reading of a nonfiction text.</i>	Lesson
6 days: 20–25	<b>Developing a Writing Strategy</b> <i>Evaluate your current writing strategy and investigate other strategies to prepare for higher-level writing.</i>	Lesson
4 days: 26–29	<b>Unit Activity and Discussion—Unit 1</b>	Unit Activity/ Discussion
1 day: 30	<b>Posttest—Unit 1</b>	Assessment

## Unit 2: Short Stories and Novels

### Summary

In this unit you will be introduced to the short story and the novel and will build on your close reading and academic writing skills. First you will explore the structure and characteristics of fiction. Next you will analyze literary elements as you read Richard Connell’s short story “The Most Dangerous Game.” You will also analyze themes, figurative language, and genre in as you read Leo Tolstoy’s novella *The Death of Ivan*

*Ilyich*. At the end of the unit, you will study the characteristics of literary essays and the steps involved in writing about literature.

<b>Day</b>	<b>Activity/Objective</b>	<b>Type</b>
4 days: 31–34	<b>Elements of Fiction</b> <i>Explore the structure and basic characteristics of fiction.</i>	Lesson
4 days: 35–38	<b>“The Most Dangerous Game”</b> <i>Analyze the literary elements of Richard Connell’s short story “The Most Dangerous Game.”</i>	Lesson
5 days: 39–43	<b>The Death of Ivan Ilyich, Chapters 1–4</b> <i>Examine the life of Leo Tolstoy and analyze the tone and historical context of his novella The Death of Ivan Ilyich.</i>	Lesson
5 days: 44–48	<b>The Death of Ivan Ilyich, Chapters 5–8</b> <i>Examine figurative language, connotative language, and theme in The Death of Ivan Ilyich.</i>	Lesson
5 days: 49–53	<b>The Death of Ivan Ilyich, Chapters 9–12</b> <i>Explore the significance and role of genre in The Death of Ivan Ilyich and analyze the novella’s symbols.</i>	Lesson
4 days: 54–57	<b>Writing about Literature</b> <i>Investigate the characteristics of a literary essay and identify the steps for writing about literature.</i>	Lesson
4 days: 58–61	<b>Unit Activity and Discussion—Unit 2</b>	Unit Activity/ Discussion
1 day: 62	<b>Posttest—Unit 2</b>	Assessment

## Unit 3: Poetry

### Summary

In this unit, you will examine elements of poetry such as structure, sound patterns, and figurative language. You will read and analyze the themes and symbols in Edgar Allan Poe’s poem “The Raven.” Then you will study the history and characteristics of epic poetry and apply this knowledge as you do a close reading of Homer’s epic poem *The*

*Odyssey*. Finally, you will analyze themes and structure in *The Odyssey* and study the effect of epic similes in the poem.

Day	Activity/Objective	Type
4 days: 63–66	<b>Elements of Poetry</b> <i>Explore elements of poetry, including structure, sound patterns, and figurative language.</i>	Lesson
5 days: 67–71	<b>“The Raven”</b> <i>Examine the life of Edgar Allan Poe and analyze theme, symbolism, and tone in his poem “The Raven.”</i>	Lesson
3 days: 72–74	<b>Epics</b> <i>Investigate the history and characteristics of epic poetry.</i>	Lesson
5 days: 75–79	<b>The Odyssey, Books 9 and 12</b> <i>Explore the historical context of The Odyssey and the characteristics of the epic hero.</i>	Lesson
4 days: 80–83	<b>The Odyssey, Books 13, 21, and 24</b> <i>Analyze the themes and structures of The Odyssey and examine the effect of the epic simile.</i>	Lesson
4 days: 84–87	<b>Unit Activity and Discussion—Unit 3</b>	Unit Activity/ Discussion
1 day: 88	<b>Posttest—Unit 3</b>	Assessment
1 day: 89	<b>End-of-Semester Review</b>	
1 day: 90	<b>End-of-Semester Test</b>	Assessment

# Virginia English 9, Semester B

## Course Overview

English is the study of the creation and analysis of literature written in the English language. In Virginia English 9, Semester B, you will study a variety of techniques to improve your reading comprehension and writing skills. The instruction covers many types of writing: creative, descriptive, expository, narrative, and persuasive. In Virginia English 9, Semester B, you will read and analyze Shakespeare's play *Romeo and Juliet*, as well as read speeches and essays to evaluate their arguments. You will write evaluations of literary works with regard to literary techniques, form, and theme. In a Course Activity, you will also learn about how information can be communicated in media.

## Course Goals

By the end of this course, you will be able to do the following:

- Examine the historical context, characteristics, and genres of Shakespearean plays.
- Analyze the themes, setting, language, and overall conflict of *Romeo and Juliet*.
- Explore the characteristics of essays about plays.
- Examine narrative and persuasive essays to determine their characteristics and purpose.
- Investigate techniques for evaluating arguments in essays.
- Analyze the rhetoric in speeches from US history.
- Explore the differences between expository, persuasive, and reflective essays.
- Evaluate your current writing habits and explore the steps of the prewriting process.
- Review and deepen your understanding of writing as a process.
- Examine the steps for completing the final draft of an essay, including editing and revising.

## General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Complete basic operations with presentation software, such as Microsoft PowerPoint or Google Docs Presentation.

- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Student Orientation, found at the beginning of this course.*

## **Credit Value**

Virginia English 9, Semester B is a 0.5-credit course.

## **Course Materials**

- notebook
- pencil or pen
- computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft PowerPoint or equivalent

Some course readings may require a visit to your school library or public library.

## **Course Pacing Guide**

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

## **Unit 1: Shakespearean Drama**

### **Summary**

This unit introduces you to the works of William Shakespeare. You will study the historical context and characteristics of Shakespeare's plays and then read and analyze Shakespeare's *Romeo and Juliet*, a tragic romance. Along the way, you will analyze the themes, settings, language, and conflicts of the play. At the end of the unit, you will explore the characteristics of literary essays about plays and write an essay about *Romeo and Juliet*, building on the academic writing skills you have developed.

<b>Day</b>	<b>Activity/Objective</b>	<b>Type</b>
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Course Syllabus and the Plato Student Orientation at the beginning of this course.</i>	Course Orientation
5 days: 2–6	<b>Elements of Shakespearean Drama</b> <i>Examine the historical context, characteristics, and genres of Shakespearean plays.</i>	Lesson
6 days: 7–12	<b>Romeo and Juliet: Act I</b> <i>Analyze the themes, setting, and language of Romeo and Juliet.</i>	Lesson
6 days: 13–18	<b>Romeo and Juliet: Acts II and III</b> <i>Explore the themes of family and love in Romeo and Juliet.</i>	Lesson
6 days: 19–24	<b>Romeo and Juliet: Acts IV and V</b> <i>Analyze the tragedy and overall conflict in Romeo and Juliet.</i>	Lesson
5 days: 25–29	<b>Writing About Plays</b> <i>Explore the characteristics of essays about plays.</i>	Lesson
3 days: 30–32	<b>Unit Activity and Discussion—Unit 1</b>	Unit Activity/ Discussion
1 day: 33	<b>Posttest—Unit 1</b>	Assessment

## Unit 2: Reading Nonfiction

### Summary

This unit focuses on nonfiction, with an emphasis on essays. You will use your reading skills to analyze the purpose and characteristics of narrative and persuasive (or argumentative) essays. You will explore techniques used to evaluate the arguments put forth in essays, and then you will read and analyze the rhetoric, such as appeals to logos, pathos, and ethos, used in historic speeches. Later, you will explore the differences between expository, persuasive, and reflective essays. At the end of the unit, in the Course Activity, you will understand media literacy by analyzing the how the information is communicated among the people.



<b>Day</b>	<b>Activity/Objective</b>	<b>Type</b>
5 days: 34–38	<b>Reading Narrative and Persuasive Essays</b> <i>Examine narrative and persuasive essays to determine their characteristics and purpose.</i>	Lesson
5 days: 39–43	<b>Evaluating Arguments</b> <i>Investigate techniques for evaluating arguments in essays.</i>	Lesson
4 days: 44–47	<b>Analyzing Historic Speeches</b> <i>Analyze the rhetoric in speeches from US history.</i>	Lesson
5 days: 48–52	<b>Writing Essays</b> <i>Explore the differences between expository, persuasive, and reflective essays.</i>	Lesson
4 days: 53–56	<b>Course Activity: Media Literacy</b> <i>Compare and contrast how events are presented and information is communicated by visual images versus nonvisual texts in different media.</i>	Course Activity
3 days: 57–59	<b>Unit Activity and Discussion—Unit 2</b>	Unit Activity/ Discussion
1 day: 60	<b>Posttest—Unit 2</b>	Assessment

## Unit 3: Argumentative and Research Writing

### Summary

In this unit, you will focus on building your writing skills. You will start by analyzing different writing samples to examine the traits of conventionally “good” and “bad” writing. Next you will evaluate your current writing habits and explore how to use prewriting techniques, such as creating outlines and doing relevant research. You will see the importance of crafting essays using evidence that supports the arguments put forth while avoiding plagiarism. At the end of the unit, you will work on the final steps of the writing process: editing and revising to polish the final draft.

Day	Activity/Objective	Type
6 days: 61–66	<b>Good Writing Versus Bad Writing</b> <i>Explore the traits of conventionally “good” and “bad” writing by analyzing examples.</i>	Lesson
6 days: 67–72	<b>Before You Write</b> <i>Evaluate your current writing habits and explore the steps of the prewriting process.</i>	Lesson
6 days: 73–78	<b>While You Write</b> <i>Investigate how to craft an essay using evidence that supports an argument while avoiding plagiarism.</i>	Lesson
5 days: 79–83	<b>After You Write</b> <i>Examine the steps for completing the final draft of an essay, including editing and revising.</i>	Lesson
4 days: 84–87	<b>Unit Activity and Discussion—Unit 3</b>	Unit Activity/ Discussion
1 day: 88	<b>Posttest—Unit 3</b>	Assessment
1 day: 89	<b>End-of-Semester Review</b>	
1 day: 90	<b>End-of-Semester Test</b>	Assessment