

Pecos High School
9th Grade, English I
1st Six Weeks Syllabus

<p>Student Expectations: Class description and requirements.</p> <p>August 24: Students will begin work on their ISN. Read and analyze “The Gift of the Magi” pg. 6, complete analyzing literature and complete related work in ISN.</p>
<p>Student Expectations: The students will read and analyze the short story “The Open Window” pg. 18, complete analyzing literature and complete related work in ISN.</p> <p>August 31: Students will be able to identify elements of plot. Students will write an explanation of a scene’s situational irony.</p>
<p>Student Expectations: Students will read and analyze “Before the End of Summer” pg. 25, complete the analyzing literature and related work in ISN.</p> <p>September 8: To understand characterization, to write an analysis of a story’s use of description.</p>
<p>Student Expectations: To read and analyze “The Leap” pg. 57, complete analyzing literature and related work in ISN.</p> <p>September 14: The students will identify flashbacks in a story and will be able to write a comparison of two events in a story.</p>
<p>Student Expectations: Students will read and analyze “The Most Dangerous Game” pg. 66, complete analyzing literature and related work in ISN.</p> <p>September 21: The students will be able to identify setting and wrote a comparison.</p>
<p>Student Expectations: The students will read and analyze “The Cask Of Amontillado” pg. 87, complete analyzing literature and related work in ISN.</p> <p>September 28: The students will be able to identify mood and write an epilogue. Six week’s test “The Lady or the Tiger”</p>

Pecos High School
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2nd Six Weeks Syllabus

Student Expectations: The students will read and analyze the short story “The Secret Life of Walter Mitty” pg. 116 about a man who daydreams.

October 5: The students will be able to identify ways dialogue reveals character. The students will be able to write a character sketch.

Student Expectations: The students will read and analyze the short story “Gaston” pg.126, about the relationship between a father and daughter.

October 12: The students will be able to analyze the exposition of a story. The students will be able to write a comparison.

Student Expectations: Students will read and analyze “And Sarah Laughed” and “Elena” 134, about a hearing wife and her deaf children and husband.

October 19: To identify irony in a short story. To write a copy for a book jacket.

Student Expectations: Students will read and analyze the short story “American History” pg. 156 about a teen’s loss of a friendship.

October 26: The students will identify the major and minor characters in a story. The students will write an analysis.

Student Expectations: Students will read and analyze “The Necklace” pg.169, about a woman who pays for one evening of glamour with a life of drudgery.

November 2: The students will be able to identify meanings of symbolism and write an essay.

Student Expectations: The students will read and analyze “The Winner” pg. 180, about how a man’s life changes after winning a betting pool.

November 9: The students will be able to identify round and flat characters and write an explanation of a conflict and its resolution.

Six week’s test “Blues Aint No Mockin Bird”.

Pecos High School
9th Grade, English I
3rd Six Weeks Syllabus

Student Expectations: The students will read and analyze the short story “The Bass, the River and Sheila Mant” pg. 198, about a man looking back on his first experience with love.

November 16: The students will identify the falling action and resolution in the story and write an analysis of the author’s purpose.

Student Expectations: The students will read and analyze the short story “Sweet Potato Pie” pg.210, about a man who’s family sacrificed so that he could succeed.

November 23: The students will be able to identify tone in a short story and write an evaluation.

Student Expectations: Students will read and analyze “Rules of the Game” pg. 224 about how a woman looking back on chess and her mother.

November 30: To identify the protagonist and antagonist and write an essay about the story’s local color.

Student Expectations: Students will read and analyze the short story “The Child is the Master” pg. 236 about a man reminisces about a chess game.

December 7: The students will identify the story’s conclusion.

Student Expectations: Students will read and analyze “The Horned Toad” pg.244, in which a man remembers his great-grandmother.

December 14: The students will be able to identify the story’s theme and write a review.

Student Expectations: The students will read and analyze “The Scarlet Ibis” pg. 256, about a man who reminisces about his younger brother.

January 4: The students will be able to analyze identify figurative language and explain the role of setting in a story.

January 11: Semester Exams

Pecos High School
9th Grade, English I
4th Six Weeks Syllabus

Student Expectations: The students will read and analyze the short story “Life on the Mississippi” pg. 284, a narrative account of the writer’s return to the Mississippi River in the late 1880’s.

January 19: The students will be able to understand the use of anecdotes in a narrative non-fiction and evaluate the writer’s use of facts to suit his purpose.

Student Expectations: The students will read and analyze the short story “As it is With Strangers” pg.278, about how a surprise visit affects a girl and her mother.

January 25: The students will identify understatement and write an analysis of the title.

Student Expectations: Students will read and analyze “Black Boy” pg. 296, about an excerpt from an autobiography about how the author pursued a childhood dream.

February 1: The students will identify an autobiography and write an analysis.

Student Expectations: Students will read and analyze a released copy of the TAKS test. Students will complete the released test and review.

February 8: The students will identify related theme of the test and work on short answers.

Student Expectations: Students will read and analyze a released copy of the TAKS test. Students will complete the released test and review.

February 16: The students will identify related theme of the test and work on short answers.

Student Expectations: Students will read and analyze a released copy of the TAKS test. Students will complete the released test and review.

February 22: The students will identify related theme of the test and work on short answers.

Pecos High School
9th Grade, English I
5th Six Weeks Syllabus

<p>Student Expectations: The students will research various aspects of the Trojan war utilizing three different resources from the library.</p> <p>March 1: The students will identify atmosphere and history of the Trojan War. (Following TAKS test).</p>
<p>Student Expectations: Students will read begin developing research paper by using information found from resources in the library.</p> <p>March 8: The students will research and write a paper on the Trojan War.</p>
<p>Student Expectations: Student Expectations: Students will be able to identify errors in research papers.</p> <p>March 22: The students will revise and edit research papers.</p>
<p>Student Expectations: Student Expectations: Students continue identifying errors in order to produce error free writing</p> <p>March 29: The students will continue work on research paper.</p>
<p>Student Expectations: Student Expectations: Students will pair up in order to present research findings.</p> <p>April 5: The students will present research to the class.</p>
<p>Student Expectations: Student will be able to identify the connection between their personal research papers and <i>The Odyssey</i> by Homer.</p> <p>April 12: The students will read and analyze <i>The Odyssey</i>.</p>

Pecos High School
9th Grade, English I
6th Six Weeks Syllabus

Student Expectations: The students will read and analyze the play “Romeo and Juliet” pg. 579, about ill-fated love.

April 19: The students will identify foils recognize puns, identify soliloquies and asides, recognize comic relief, and write a review of the play.

Student Expectations: The students will read and analyze the play “Romeo and Juliet” pg. 579, about ill-fated love.

April 26: The students will identify foils recognize puns, identify soliloquies and asides, recognize comic relief, and write a review of the play.

Student Expectations: The students will read and analyze the play “Romeo and Juliet” pg. 579, about ill-fated love.

May 3: The students will identify foils recognize puns, identify soliloquies and asides, recognize comic relief, and write a review of the play.

Student Expectations: The students will read and analyze the play “Romeo and Juliet” pg. 579, about ill-fated love.

May 10: The students will identify foils recognize puns, identify soliloquies and asides, recognize comic relief, and write a review of the play.

Student Expectations: The students will read and analyze the play “Romeo and Juliet” pg. 579, about ill-fated love.

May 17: The students will identify foils recognize puns, identify soliloquies and asides, recognize comic relief, and write a review of the play.

Student Expectations: The students will read and analyze the play “Romeo and Juliet” pg. 579, about ill-fated love.

May 24: The students will identify foils recognize puns, identify soliloquies and asides, recognize comic relief, and write a review of the play.