

# Kolbe Academy Home School

## GRADE NINE ENGLISH: COMPOSITION AND RHETORIC 9

*Sadlier-Oxford Vocabulary Workshop Level D*

*Sadlier Writing Workshop Level D*

*An Odyssey in Rhetoric*

*MLA Handbook for Writers*

### TABLE OF CONTENTS

I. Syllabus	2
A. Course Texts	
B. Diploma Requirements	3
C. Quarterly Reporting Requirements	4
D. Notes on Grading High School Compositions	4
E. Suggested Grading Rubric	5
II. Course Plan	7
A. Explanation of Terms	7
B. Quarter 1	8
C. Quarter 2	10
D. Quarter 3	12
E. Quarter 4	15
III. Quarterly Exams	
IV. Quarterly Exam Answer Keys	

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**COURSE TITLE:** English: Composition and Rhetoric 9

**COURSE TEXTS:**

- VOC ❖ *Vocabulary Workshop Level D*, Jerome Shostak. Sadlier-Oxford: New York, 2005. (T1434)  
❖ *Vocabulary Workshop Level D, Teacher's Manual*. Sadlier-Oxford: New York, 2005. (T1434A)
- COM ❖ *Writing Workshop Level D*. Sadlier: New York, 2009. (T1519)  
❖ *Writing Workshop Level D, Teacher's Manual*. Sadlier: New York, 2009. (T1519A)
- OR ❖ *An Odyssey in Rhetoric: High School I English Supplement*. The Kolbe Oral Presentation Series, Vol. I. Kolbe Academy: Napa, California, 2008. (T1410)
- MLA ❖ *MLA Handbook for Writers of Research Papers (7th edition)*. Joseph Gibaldi. MLA: New York, 2009. (T1439)

**COURSE DESCRIPTION:**

According to the Ignatian method, Kolbe Academy's English course has been designed to help form the student's abilities to effectively Speak, Write, and Act. The lessons of the three component parts of the course, Vocabulary, Composition, and Oral Presentations are woven together along with subject matter from other Kolbe Academy 9<sup>th</sup> Grade courses in order to strengthen and enrich the student's academic experience.

Please see course plan methodology if student is seeking the Kolbe Academy Core or Honors designation for this course.

**COURSE OBJECTIVES:**

- ❖ Writing effective sentences, paragraphs, essays, persuasive pieces, news articles, book reports, business letters, and test essays
- ❖ Using words well and continuing to develop vocabulary
- ❖ Applying standard composition rules to one's own writing
- ❖ Developing thoughts and ideas logically so as to become an effective writer and speaker

**SCOPE AND SEQUENCE:**

1. Daily composition work, vocabulary practice and tests
2. Weekly essays
3. Creative essays and poems
4. Application of lessons to History, Literature and other subjects (You may include a composition grade on essays and reports from other classes. That grade should be a grade for the technical components of the essays, and not for the subject content.)
5. Oral presentation exercises
6. Three-Part Quarterly Exams

**SKILLS TO BE DEVELOPED:**

- ❖ Confident use of the English language
- ❖ Ability to formulate and effectively communicate, both in writing and speaking, a clear, logically-sound argument
- ❖ Mastery of the rules and processes of composition writing

- ❖ Ability to revise and proofread effectively
- ❖ Ability to document sources properly in written works
- ❖ Confident ability to write and speak with ease and accuracy

**DIPLOMA REQUIREMENTS:**

**Summa Cum Laude** students must complete the entire Kolbe Academy proposed curriculum as written. Summa students must fulfill the requirements for the Kolbe Core (K) or Kolbe Honors (H) course as outlined in this English course plan. In 9<sup>th</sup> grade, **Summa** students must pursue the (H) designation in at least one of the following courses: Theology, Literature, or History. In 10<sup>th</sup> grade, **Summa** students must pursue the (H) designation in at least two of the following courses: Theology, English, Literature, or History. In 11<sup>th</sup> grade, **Summa** students must pursue the (H) designation in at least three of the following courses: Theology, English, Literature, or History. In 12<sup>th</sup> grade, **Summa** students must pursue the (H) designation in all of the following courses: Theology, English, Literature, and History. **Magna Cum Laude** and **Standard** diploma candidates may choose to pursue the (H) or (K) designation, but are not required to do so. If not pursuing either of those designations the parent has the option of altering the course plan as desired. **Magna Cum Laude** students must include a combination of 5 years of English and Literature courses in high school, two of which must be Literature. **Standard** diploma students must include a combination of 3 years of English and Literature in high school.

**KOLBE CORE AND HONORS COURSES:**

- ❖ **If a student is seeking Kolbe Academy Honors course (H) designation**, he needs to complete all of the readings and assignments listed in this course plan. At the end of each quarter, parents should indicate that the student is seeking honors by marking the report card with the (H) designation before the name of the course. Both the completed report card and all of the materials requested of honors students listed in the chart on the next page should be included in the quarterly report package.
- ❖ **If a student is seeking the Kolbe Core Course (K) designation**, he needs to be able to successfully complete the quarterly exams. In order to properly prepare for the exam, Kolbe Core students should complete all the lessons in the **composition** and **vocabulary** workbooks and do a selection of the oral assignments. Other assignments (i.e. MLA Handbook) can be altered while still successfully preparing the student for the quarter exams. At the end of each quarter, parents should indicate that the student is seeking the Kolbe Core designation by marking the report card with the (K) designation before the course name. Both the completed report card and all of the materials requested of Kolbe Core students listed in the chart on the next page should be included in the quarterly report package.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) or Honors (H) designation. The Kolbe academic advisor has the final decision in awarding the designation for the course. **If no designation on the transcript is desired, parents may alter the lesson plan in any way they choose and any written sample work is acceptable to receive credit for the course each quarter.** If you have any questions regarding what is required for the (K) or (H) designations or diploma type status, please contact the academic advisor department at 707-255-6499 ext. 5 or by email at [advisors@kolbe.org](mailto:advisors@kolbe.org).

**REQUIRED SAMPLE WORK:**

Designation*		K	H
Course Title	English: Comp/Rhetoric 9	English: Comp/Rhetoric 9	English: Comp/Rhetoric 9
Quarter 1	1. Any written sample work	1. <i>Complete</i> Quarter 1 Exam	1. <i>Complete</i> Quarter 1 Exam 2. A Vocabulary Assignment 3. A Composition Assignment
Quarter 2	1. Any written sample work	1. <i>Complete</i> Quarter 2 Exam	1. <i>Complete</i> Quarter 2 Exam 2. A Vocabulary Assignment 3. A Composition Assignment
Quarter 3	1. Any written sample work	1. <i>Complete</i> Quarter 3 Exam	1. <i>Complete</i> Quarter 3 Exam 2. A Vocabulary Assignment 3. A Composition Assignment
Quarter 4	1. Any written sample work	1. <i>Complete</i> Quarter 4 Exam	1. <i>Complete</i> Quarter 4 Exam 2. A Vocabulary Assignment 3. A Composition Assignment

\*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course. H designates a Kolbe Academy Honors course.

**TIPS FOR GRADING HIGH SCHOOL COMPOSITIONS:**

By high school, students should possess a greater capacity for intellectual creativity and independent reasoning. On the one hand this makes grading your student’s papers much more interesting and engaging, yet it also demands more of the teacher in the way of evaluation. Due to the fact that most essays in English courses are geared to help the student develop his writing skills, rather than asking him to relay a particular body of information, answer keys for English compositions are not practical. Yet, though the content and style of most English essays will be as varied as the people writing them, the skills to be developed are not. Below are listed some of the major objective goals to strive for, and elements to critique when evaluating high school compositions.

**Clarity** – Does the essay make sense to the reader? Has he included sufficient information for the reader to understand his basic points, even if the reader is not familiar with the subject matter? Though the reader may not be able to grasp every concept and connection, a good essay should at the very least make sense. Always encourage your student to give enough surrounding information that any educated reader can understand his point. A professor used to say, “Write as though you are explaining your point to an educated person, but one that has never read this book, or is unfamiliar with your subject matter. You must give them just enough background that they will be able to understand your work.” For example, if I begin an essay answering the question, “How does one saddle a horse?”:

*First, clean and groom the horse thoroughly. Check the horse’s feet for stones, and remove any that are present. Curry and groom horse carefully. Before placing the saddle on the horse, make sure that your tack is in good condition and that the tree and girth are sound. By following these simple steps one will prevent injuries to the horse and rider and be sure to have a more pleasant riding experience.*

For any reader unfamiliar with horseback riding, this paragraph may seem somewhat unintelligible. The author assumes that the reader knows the language of horsemanship, and fails to put forward any guiding principles for understanding the significance of each step. In order to achieve greater clarity, the writer might begin the essay as follows:

*In order to avoid accident or injury to horse and rider, it is important to prepare the horse and equipment properly. To begin, groom the horse carefully, paying special attention to areas that could be irritated during riding. Check the inside of the horse's hooves, clean out any rocks or clumps of mud that may be stuck inside. Next, thoroughly clean and groom the horse's coat, especially those areas that will be under the saddle and girth strap that holds the saddle on. Any burr or dirt in these areas could cause the horse serious discomfort and irritation. After carefully grooming the horse, check the condition of your equipment, also known as tack. Make sure the saddle pad or blanket is sturdy and breathable so that it will protect the horse from the saddle and vice versa. Look over the saddle. The interior wooden structure called the tree should be sound; if it is not, do not use it. Likewise, all the straps, stirrups and fittings should be in good condition; weak or broken equipment could result in serious accident and injury to the rider and the horse. By following these simple steps horse and rider are sure to enjoy a more safe and comfortable ride.*

The first paragraph answers the question, but the second paragraph gives the reasoning behind the steps, allowing even a reader who has never ridden a horse to understand the process. This is what is meant by clarity in writing. A good high school essay should bring light to the subject at hand, even if the subject is otherwise unknown to the reader. A good rule of thumb in evaluating an essay for clarity is to ask, "Does it make sense?" and, "Did I learn something from it?"

**Style & Grammar** – In high school, special care should be invested in helping your student develop a logical, clean, intelligent, and unique writing voice. Begin by evaluating the soundness of logic in the written work.

Then evaluate the simplicity of style. It is important that the student include all the relevant information and any information that **directly** assists the reader in understanding the essay. However, he should not aim to say every possible thing on the subject. Be concise, both in information included and in the choice of wording.

Next help your student to develop an engaging style. Encourage your student to vary word order, sentence length and vocabulary. Let the student use his own creativity; do give suggestions, however, on possible changes that can strengthen the essay. (i.e. *Is there a more precise word he could have used here? Could it read more smoothly if he changed the word order slightly, or left out this phrase or that?* )

Write suggestions on your student's papers and let him utilize them in the steps of proofreading and revising. Read the paper aloud with the student; this is a quick and easy way to catch most errors and identify weakness of grammar and style. Utilizing these simple practices will help your student develop his writing.

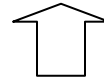
**Correctness & Depth** - Often parents feel least able to grade essays in regard to the correctness of content. For some essays the content *is* the most essential element. For many high school essays, however, an essay is created an exercise in reasoning. Many of the essays the student is assigned do not have a particular right or wrong answer, but test the student's ability to reason through the problem and logically demonstrate his own reasoning on the subject. When an essay is seeking particular facts from the student, points that ought to be in

the essay are included in the answer keys and notes. For other essays where an answer key is not appropriate, evaluate the essay on the depth of reasoning demonstrated and on the other criteria discussed above.

### Suggested Grading Rubric

Subject	Final Exam Grade	Daily Average	Quarter Average
Vocabulary	Vocabulary Exam Grade	Daily average	$(\text{Final} + (\text{daily} * 2)) / 3$
Composition	Composition Exam Grade	Daily average	$(\text{Final} + (\text{daily} * 2)) / 3$
Orals	Final Oral Exam Grade	Daily average	$(\text{Final} + (\text{daily} * 2)) / 3$
<b>English I Grade</b>	Add the above and divide by three	Add the above and divide by three	<b>Add the above and divide by three</b>

This is your English 9 Quarterly Grade



**COURSE PLAN METHODOLOGY:**

- ❖ As you work through the composition book, please consult the **MLA Handbook for Writers of Research Papers** for particular questions on style and proper source documentation.
- ❖ Please be aware that occasionally assignments come from non-consecutive pages of the books; make sure to consult the course plan for the correct assignment and page number. **Assignments that are out of order according to the books are printed in BOLD.**
- ❖ As with all of Kolbe Academy’s high school courses, these course plans are designed to be tailored by parents to meet the educational needs of their student(s). Please see notes on Honors and Kolbe Core course requirements in the syllabus.

**TERMS & EXPLANATIONS:**

- **SYNOPSIS** - Summary of the key points, ideas and/or events.
- **SPEECH** - A talk or argument that is thought out, outlined, and rehearsed. (May use index cards with outline notes.) This is neither read nor written word-for-word beforehand and memorized.
- **IMPROMPTU SPEECH** - Same as above, but without time to prepare in advance. A few minutes, no more than five, should be given to the speaker to allow him to organize his thoughts and to begin to formulate the speech.
- **DRAMATIC PRESENTATION** - Memorize and perform.
- **DRAMATIC READING** – The reading should be practiced until it is almost memorized. The reader should be able to use eye contact, body language, and inflections to convey the feelings of the author and help the work come alive.
- **COLD READING** – Similar to dramatic reading, but without having read the material beforehand. This requires the reader to take a little more time and to look several words ahead on the page as he reads aloud.
- **ONE ACT PLAY** - Dramatic spectacle, with no scene changes and few or no props.
- **ORAL PRESENTATION** - A written work orally presented to an audience. This is not a straight reading. The presenter should be familiar enough with his material that his delivery is not wholly reliant upon seeing the words on the page. The presenter should add extra information and engage the audience with answers and explanations as appropriate. Goals to concentrate on in each weekly oral are listed in the course plan.

◆◆◆ **FIRST QUARTER** ◆◆◆

WEEK 1		
<b>VOCABULARY</b>	VOC pp. 7 - 15 OR pp. 8 - 9	a) Vocabulary of Vocabulary b) Review Phonograms: If you do not already have them memorized, create flashcards and memorize them throughout the first quarter.
<b>COMPOSITION</b>	COM pp. 112-124	a) Read COMP pages 112-124, Writer’s Handbook and the inside of the back cover of the book. Study and assign to memory the rules for capitalization, abbreviations, numbers, punctuation, spelling, common usage errors, and grammar.

◆ COURSE PLAN ◆

	OR pp. 7 & 10	Study carefully the proofreader's symbols on the inside of the back cover. Be sure to refer back to these pages as frequently as necessary as you proceed through the book. b) Read pages 8-13. Review "The Writing Process".  c) Review "Academic Paper Standards" and "Proofread and Rewrite". d) Do the exercise on p. 10
ORAL	OR pp. 3 - 5 OR pp. 11 - 12	<b>Dramatic Presentation</b> - Memorize and perform for your family lines 1 - 8 of Book One of <u>The Iliad</u> . <b>Goals: Correctness in reading, pronunciation, and rhythm.</b>

Notes

WEEK 2

VOCABULARY	VOC pp. 16 - 20	Vocabulary of Vocabulary & Diagnostic Test
COMPOSITION	COM pp. 8 - 13	Read and refer to pp. 8-13 whenever needed as you proceed through the book.
ORAL	<b>Dramatic Reading:</b> Consult the section on <i>Homeric simile</i> at the beginning of the Lattimore translation of <u>The Iliad</u> . Rather than using many adjectives, Homer often uses evocative similes and metaphors such as, "the rosy fingered dawn..." to color his descriptions of people, places and events. Find a 5 - 10 line section of the story with vivid similes; practice dramatic reading and present to an audience by the end of the week. <b>Goals: Convey the emotion, correctness in reading, pronunciation, and eye contact.</b>	

Notes

WEEK 3

VOCABULARY	VOC pp. 21 - 27	Unit 1
COMPOSITION	COM pp. 14 - 18	a) Read pp. 14-18. Do activities on pp. 15, 16, & 18. b) Write a 10 - 15 line poem using at least 2 Homeric-type similes.
ORAL	<b>Oral Presentation-</b> Present your poem. <b>Goals: Creativity, speed, style, and enunciation.</b>	

Notes