



# BHS COURSE COMPARISON GUIDE

## ENGLISH 9 & HONORS ENGLISH 9

English

### General Description for English 9 (see opposite side for H. English 9)

This course focuses on the foundational skills of English Language Arts: reading, writing, speaking, and listening. Students will gain proficiency in reading both non-fiction and fiction texts; along with a variety of poetry, short stories, and essays, full-length works may include *To Kill a Mockingbird*, *Of Mice and Men*, and *Romeo and Juliet*. Writing instruction emphasizes the writing process, grammar usage, organizational patterns, and idea development.

Students will practice paragraph structure and will gain proficiency writing essays. Each quarter will contain a major writing assignment: narrative, argument, synthesis, and literary analysis. Research skills will be taught in conjunction with a research-based speech. Vocabulary instruction emphasizes word parts and usage. Teachers may choose a thematic focus for the year. Students will take the Ohio State test (ELA I) in conjunction with this course.

### English 9 students who typically perform well in the class...

- ◆ Have reading skills currently at grade level, with a developing sense of comprehension, working toward analyzing ideas at a deeper level with some assistance.
- ◆ Are most successful when they receive teacher assistance in implementing a writing process, including brainstorming, determining the purpose, audience, mode, content, structure, organization and style.
- ◆ Occasionally require teacher / peer assistance when brainstorming and generating ideas
- ◆ Follow through on completing nightly reading and homework (assigned most days but not ever night)
- ◆ Prepare for and participate in class discussion with teacher guidance.
- ◆ Occasionally need teacher assistance to execute tasks.
- ◆ Occasionally need teacher direction to elicit interest in problems and questions.

### From a student's perspective...

*There is not much difference between the material learned in Honors and Regular English classes. The Honors class just move at a quicker pace, mostly because things are covered more in depth so the student has to show a lot more focus and effort in the honors class. - Bexley Student (2016-2017 sophomore)*

*Students in English 9 should also start to prepare on how to work independently... and begin to analyze texts on a much deeper level than before. - Bexley Student (2016-2017 freshmen enrolled in English 9)*



# BHS COURSE COMPARISON GUIDE

## ENGLISH 9 & HONORS ENGLISH 9

English

### General Description for H. English 9

Students entering this course should have a solid foundation in the English Language Arts skills of reading, writing, speaking, and listening. Reading assignments focus on critical reading and analysis of increasingly complex non-fiction and fiction. Along with a variety of poetry, short stories, and essays, full-length works may include *To Kill a Mockingbird*, *Of Mice and Men*, *Romeo and Juliet*, *Animal Farm*, and a Greek tragedy. Writing instruction emphasizes the writing process, grammatical correctness, development of voice and style, sophistication of ideas, and idea development.

Each quarter will contain a major writing assignment: narrative, argument, synthesis, and literary analysis. Entering the course, students should have a solid grasp of paragraph and essay structure as well as grammar. Research skills will be taught in conjunction with a research-based speech. Vocabulary instruction requires students to use the words in their writing. Teachers may choose a thematic focus for the year. This course prepares students for future AP experiences. Students will take the Ohio State test (ELA I) in conjunction with this course. Two summer reading texts are required.

### Honors English 9 students who typically perform well in the class...

- ◆ already show an ability to read critically for a sustained period of time, typically (but not always) those who are avid readers
- ◆ are willing to work productively and participate in small, group discussions with other students in the class on a regular basis
- ◆ have already developed strong reading comprehension and analysis skills (synthesizing content)
- ◆ come to class with questions and discussion points about the reading assignment from the night before
- ◆ are committed to an increased amount of reading each day, including additional extended assignments that require independence
- ◆ are already working independently following through on a writing process (brainstorming, determining the purpose, audience, mode, content, structure, organization and style). The writing reflects a clear purpose and structure
- ◆ are intellectually curious and willing / able to identify interesting questions and problems independently

### From a student's perspective...

*Honors (English 9) is a very good option for students who (earn) average grades or higher. It is somewhat of a challenge at first but it is very manageable as long as you following through on the daily readings and assignments. - Bexley Student (2016-2017 freshmen enrolled in H. English 9)*