

English Language Arts (ELA) 9



Dominican International School

Course Syllabus

School Year 2026–27



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COURSE DESCRIPTION:

This course will provide an overview of the English language and literature. This course is focused on imparting to the students the skills needed to interact with works presented in class, initially by introducing to them the critical concept that literature is an art form. Throughout the course, students' understanding will be developed through exposure to as many aspects of the English language as possible. The foundational skills that students need to be a successful communicator are therefore the core of the course. Connections with other Grade 9 courses, particularly Asian Studies and Christian Living, will be made when possible.

English 9 is ground for students to engage in comprehending and interpreting varying kinds of literature. Students expand their oral and written vocabulary while they develop their cognitive skills that aid in making connections to other subjects through language arts. The course in its content and process aims to create sensitivity to human needs and social problems as it continues to inculcate in students the joy of reading for pleasure outside the walls of classroom, and promotes creative self-expression.

Writing

Creative Writing is a Grade 9 class that focuses on developing the writing skills of the students toward the goal of a complete essay. Students will expand their writing skills in a variety of styles, including personal narratives, opinion essays, and descriptive pieces. The emphasis will be to develop their writing skills in a relaxed and supportive environment that will allow the students to evolve their own unique writing voices. Students will read and evaluate a variety of texts, which will also be models for their own writing, and to stimulate a creative response. Students will keep a writing journal regularly to improve writing fluency and confidence. The journal will be a place for students to respond to written texts, and to record observations, thoughts, feelings and opinions. This material will be used as the basis for longer, more formal and assessed work when appropriate. Students will also focus on grammar and sentence combining exercises, and record new vocabulary from reading texts, to develop their technical writing skills. We will also study sentence and paragraph structure, tone of voice and style. Students will be expected to work collaboratively during the preparation and review of written work, and the discussion of reading texts. During peer-review sessions, students should treat their partners with respect and make constructive criticisms

COURSE OBJECTIVES:

READING LITERATURE

Students will **analyze** texts to determine explicit meaning and to draw inferences from them, citing textual evidence to support this analysis.

Students will **describe** the theme or central idea of texts and **analyze** in detail its development over the course of the texts, including how it emerges and is shaped and refined by specific details

Students will **summarize** texts objectively.

Students will **analyze** and **explain** how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of texts, interact with other characters, and advance the plot or develop the theme.

Students will **infer** the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; **analyze** the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Students will **analyze** and **explain** how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Students will **analyze** and **discuss** particular points of view or cultural experiences reflected in works of literature from outside the United States, drawing on a wide reading of world literature.

Students will **examine** and **discuss** the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Students will **examine** and **explain** how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Students will read and **demonstrate** comprehension of literature, including stories, dramas, and poems proficiently, with scaffolding as needed at the high end of the range.

SPEAKING AND LISTENING

Students will **discuss** topics, texts, and issues, collaboratively (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly and persuasively.

Students will **justify** remarks in discussions, referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Students will work with peers to **plan** during group work, including setting rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Students will **discuss** material in class by posing and responding to questions that relate the current topic to broader themes or larger ideas; actively incorporate others into the discussion; and **clarify**, **verify**, or challenge ideas and conclusions.

Students will respond thoughtfully to diverse perspectives, **summarize** points of agreement and disagreement, and, when warranted, qualify or **justify** their own views and understanding and make new connections in light of the evidence and reasoning presented.

Students will **use** digital media (e.g., textual, graphical, audio, visual, and interactive elements) strategically in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Students will **use** speech in a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE

Students will **demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.

Students will **use** parallel structure.

Students will **use** various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Students will **demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Students will **use** a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Students will **use** a colon to introduce a list or quotation.

Students will **use** correct spelling.

Students will **apply** knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Students will **apply** the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) to writing appropriate for the discipline and writing type.

Students will **identify** or **clarify** the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Students will **use** context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Students will **identify** and correctly **use** patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

Students will **use** general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

Students will **verify** the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Students will **demonstrate** understanding of figurative language, word relationships, and nuances in word meanings.

Students will **interpret** figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Students will acquire and **use** accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Students will **use** proper subject-verb and pronoun-antecedent agreement.

Students will **produce** complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Students will **use** punctuation for effect.

Students will **identify** and correct inappropriate shifts in verb tense.

Students will **identify** and correct inappropriate shifts in pronoun number and person.

Students will **identify** and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

Students will **identify** variations from standard English in their own and others' writing and speaking, and identify and **use** strategies to improve expression in conventional language.

Students will **use** varied sentence patterns for meaning, reader/listener interest, and style.

Students will **use** phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Students will **use** language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Students will **identify** and correct inappropriate shifts in verb voice and mood.

PRIMARY TEXTBOOK & OTHER RESOURCES:

- Textbook: Into Literature (Houghton/Mifflin/Harcourt)
- HMH Grammar Practice (Houghton/Mifflin/Harcourt)
- Dictionary/Thesaurus
- Novels for Extra Reading:

Q1- Q2: Haddon, M. (2018a). *The curious incident of the dog in the night-time*. Arrow.

Q2- Q3: Green, J. (2012). *The fault in our stars*. Penguin.

Q4: Whelan, G. (2000). *Goodbye, Vietnam*. Dell Yearling.

ASSESSMENT:

- Writing Rubrics
- Presentation/oral rubrics
- Quizzes and Quarter Tests/Exams
- Peer evaluation

ADDITIONAL INFORMATION:

Please always check the Google Classroom for more information. Class code:

G9Raymond- **ej4grtdd**

G9Rose- **2fuztu4q**

HOMEWORK RULES

- All assignments must be turned in on the due date.
- Students who do not meet their homework deadlines will be placed in Project I. Scores for late homework submissions will be determined according to the school's current handbook policy.
- If a student has been absent when a homework assignment is set, it is his/her duty to find out what homework is due, and complete it by the required deadline.
- If a student is absent for a test, they will receive a **0** score, unless they have a **valid** reason for being absent.

CLASSROOM RULES

- Be on time and neatly dressed, in full school uniform.
- Speak in ENGLISH ONLY.
- Respect your teachers, fellow students and their property.
- Keep your seating space and classroom clean and neat.
- Only a water bottle is allowed during class; no eating or drinking of other liquids.
- Ask permission to leave the class.
- **Neither cheating nor plagiarism in ANY form will be accepted. Anyone caught doing either during an assessment will be given a 0, and will NOT be given another chance.**

All students are expected to follow the rules. Consequences will follow if rules are broken.

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment

WEEKLY SCHEDULE

First Quarter Tentative Course Content

Week & Date	Topics / Projects / Assessments
Week 1 Aug 10 - 14 12~ First Day / Orientation Day 14~ Opening Mass & Assumption of Our Lady @ 8:00	Monday Class Preparation ~ Student Holiday Tuesday Morning Assembly Friday Opening Mass & Assumption of Our Lady 8:00 <u>INTO LITERATURE 2: Breaking Through Barriers</u> Mentor Text: "Unusual Normality" pp 112-119 HMH Grammar: Module 1 and 2 Nouns, Compound Nouns, and Pronouns (pp 1-6)
Week 2 Aug 17 - 21 17~ Induction of Class; Student Council Officers; NJHS, DYM, and House Captains 19~ House Shirt & Blue Jeans Starts 21~ Club Orientation and Sign-up; VIP- Parents' Learning Community Orientation 22~ SAT (Saturday) Weekend Exam	<u>INTO LITERATURE 2: Breaking Through Barriers</u> Mentor Text: "Unusual Normality" pp 120-127 HMH Grammar: Module 1 and 2 ● Adjectives, Pronouns used as Adjectives (pp 7-12) ● Adverbs (pp 19-22) ● Personal Narrative - Prewriting ○ Genre Introduction: Personal Narrative YSC: Initial YSC introduction to students – ● Students discuss job description (at least writer and director)

	● Presentation of YSC theme, rules, and rubrics to all MS and HS classes - Language Teachers
Week 3 Aug 24 - 28 26~HS Talk 28~ First Club Meeting; HS New Parent Orientation; VIP Election	<u>INTO LITERATURE 2: Breaking Through Barriers</u> Short Story: “Once Upon a Time” pp 128-134 HMH Grammar: Module 1 and 2 ● Verbs, Linking Verbs, and Verb Phrases (pp 13-17) ● Personal Narrative – Prewriting: Telling a story YSC: Brainstorm, gather ideas and decide on student roles in class (esp. writers and song/lyrics writer possibly)
Week 4 Aug 31 - Sep 4 31~ World Day of Prayer Launch; VIP Election; Due of Student Health Form TBA- Fire Drill	<u>INTO LITERATURE 2: Breaking Through Barriers</u> Short Story: “Once Upon a Time” pp 135-141 HMH Grammar: Module 1 and 2 ● Prepositions, Conjunctions, and Interjections (pp 23-27) ● Personal Narrative – Prewriting: Finding a voice YSC: Writers should work on script
Week 5 Sep 7 - 11 7~ Holy Mass Nativity of the Virgin Mary and VIP Induction & 1st Meeting; Launching of Suicide Prevention Awareness Week. 9~ House Mini Games Start 11~ StuCo Conference and Training for Class Officers 12~ SAT (Saturday) Exam 13~ CAT (Sunday) Fair G11/12@KAS	<u>INTO LITERATURE 2: Breaking Through Barriers</u> Poem: “The Vietnam Wall” pp 150-157 HMH Grammar: Module 1 and 2 ● The Sentence, Run-On Sentences, Subjects and Predicates (pp 29-34) Performance Assessment: Personal Narrative YSC: Writers should work on scripts- Scripts per Group Due Sept. 30th
Week 6 Sep 14 - 18 14~ Catholic Bridge Program (New Students); AP Awards 16~ DIScover Career Talk- College Prep 18-19~ Mixed Swimming Meet @MAC	<u>INTO LITERATURE 2: Breaking Through Barriers</u> Visual Essay: “Views of the Wall” pp 158-161 HMH Grammar: Module 1 and 2 ● Simple Subject/Predicate, Finding the Subject, Compound Subjects/Verbs (pp 35-40) YSC: Writers should work on script- Scripts per Group Due Sept. 30th
Week 7 Sep 21 - 25 21~ International Day of Peace	T-W-Th Pre-Exam Days Friday Moon Festival ~ Public Holiday

~ Teacher's Day Celebration and Teacher's Appreciation 22~24 Pre-Exam Days 24~ PSAT/NMSQT Registration Deadline and Moon Festival Gathering for Teachers/Staff 25 ~ Moon Festival	<u>INTO LITERATURE 2: Breaking Through Barriers</u> Speech: "The Gettysburg Address" pp 164-174 HMH Grammar: Module 1 and 2 Complements, Objects, Classifying Sentence by Purpose (41-49) YSC: Scripts per Group Due Sept. 30th
Week 8 Sep 28 - Oct 2 28 ~ Confucius Day 1-2 ~ First Quarter Exam 2~ PSAT/NMSQT Practice Test 3~ SAT (Saturday) Exam	Monday Confucius' Birthday ~ Public Holiday Thursday Major Exams Day 1 Friday Major Exams Day 2 Exam Review Exams YSC: Program Design Competition Announcement- (3 designs from class) Due Oct. 24th ● Grade Scripts ● Final Script Decided; Revised/Improved for Due September 30th
Week 9 Oct 5 - 9 5~ Record Day/Retreat for Aunts/Uncles 6-8~ Teacher's Conference 6~ Teacher's Conference Mass 9~ Double Ten (Holiday)	Monday Record Day ~ Student Holiday T-W-Th Teachers Conference ~ Student Holiday Friday Double 10 Day ~ Public Holiday No classes scheduled YSC: Final Script Due September 30th

Second Quarter Tentative Course Content

Week & Date	Topics / Projects / Assessments
Week 1 (10) Oct 12 - 16 12~ Q2 Begins 13~Start of Visit of Mother Mary to Classrooms 14~ DIScover Career Talk-College Prep; House Mini Games 15~ G5 Educ Field Trip 16~ AP Exam Reg. Due; PSAT/NMSQT Exam 16-17~ G6 Annual Camp 17~ Weekend Campus Visit Camp	<u>INTO LITERATURE 4: Love and Loss</u> First Quarter Exam Review Introduction: Elements of Shakespearean Drama HMH Grammar: Module 3 and 4 ● Prepositional, Adjective, and Adverb Phrases (pp 52-55) YSC: Oct 13th Start <u>Program Design</u> Competition (3 designs from class) Due Oct. 30th ● <u>Poster Design</u> Competition Due Oct. 30th ● In-class Practice, Props, Music, Backdrop Selections

Week 2 (11) Oct 19 - 23 21-24~ EARCOS Conference 21~ House Mini Games 22-23~ G10-11 Educ. Trip	<u>INTO LITERATURE 4: Love and Loss</u> Romeo and Juliet: Act 1 HMH Grammar: Module 3 and 4 - Verbals, Verb Phrases, Participial Phrases (pp 56-59) YSC: Program Design Due Oct. 30th - In-class Practice, Props, Music, Backdrop Selections
Week 3 (12) Oct 26 - 30 25-26~ Retrocession Holiday 28~ House Mini Games 30~ Autumn/Book Fair	Monday Retrocession Day ~ Public Holiday <u>INTO LITERATURE 4: Love and Loss</u> Romeo and Juliet: Act II HMH Grammar: Module 3 and 4 - Gerunds and Gerund Phrases (pp 60-63) YSC: In-class Practice with Final Props, Music, Backdrop Poster Design Due Oct. 30th Sounds and Backdrop Due in Shared File
Week 4 (13) Nov 2 - 6 2~ All Soul's Day Mass; Opening of Marian Exhibit; Distribution of School Slips for 2nd Sem. 4~ House Mini Games 7~ Rites/ Perpetual Profession of Dominican Laity; SAT (Saturday) Exam	<u>INTO LITERATURE 4: Love and Loss</u> Romeo and Juliet: Act III HMH Grammar: Module 3 and 4 - Infinitives and Infinitive Phrases (pp 64-65) - Appositives and Appositive Phrases (pp 69-70) YSC: Gym Rehearsals Starts (on-stage with PE classes in gym)
Week 5 (14) Nov 9 - 13 9~ G2-6 ArtSpot Theater Performance of Amazonia (P.M.); Mental Health & Anti-Bullying Month Launching 9-13~ Health Week 11~ House Mini Games 12~ G9 Educ. Trip 13~ G1-2 Field Trip; VIP-Parent Learning Community 14~ Weekend Campus Visit Camp	<u>INTO LITERATURE 4: Love and Loss</u> Romeo and Juliet: Act IV HMH Grammar: Module 3 and 4 - Kinds of Clauses (pp 73-75) YSC: Gym Rehearsals with Sounds and Backdrops (Optional for PE classes in gym) Class Posters in PPT format Due November 11th
Week 6 (15) Nov 16 - 20 18~ DIScover Career Talk- College Prep; House Mini Games 20~ YSC Competition 21-22~ DISMUN	<u>INTO LITERATURE 4: Love and Loss</u> Romeo and Juliet: Act V HMH Grammar: Module 3 and 4 The Adjective and Adverb Clause (pp 75-78)

	● Argumentative - Prewriting ○ Genre Introduction: Argumentative ○ Evidence Chart: Who's to blame for the deaths of Romeo and Juliet? YSC: Gym Rehearsals with Sounds, Props, Backdrops, Lights (no PE classes in gym) ● Best Poster Voting (Nov 9th-13th)
Week 7 (16) Nov 23 - 27 23~ Peace Pole Day 24-26~ Pre-Exam Days 25~ House Mini Games 26~ Thanksgiving Potluck after School; Family Day; Christmas Tree Lighting Ceremony (after school) 27&30~ G12 Second Quarter Exam	T-W-Th Pre-Exam Days Friday Grade 12 Exams <u>INTO LITERATURE 4: Love and Loss</u> HMH Grammar: Module 3 and 4 ● The Noun Clause and Sentence Structure (pp 79-82)
Week 8 (17) Nov 30 - Dec 4 1~ G12 Second Quarter Exam 3~ College Prep Monthly Career Talk 5~ Nativity Play; Christmas Fair (whole day) 6~ SAT Exam; Advent Recollection (Saturday)	Monday Grade 12 Exams <u>INTO LITERATURE 4: Love and Loss</u> Literary Analysis: "Romeo Is a Dirtbag" (pp 424-431) ● Compare Arguments ● Argumentative - Prewriting ● Making a Claim YSC: YSC Competition 2026 (November 30th)
Week 9 (18) Dec 7 - Dec 11 8~ Foundation Day Mass; Class Party (half day); Solemnity of the Immaculate Conception 19~ G12 Advent Immersion 10-11~ Second Quarter Exam	Mon&Tues TBD Tuesday Foundation Day Mass 9:00, Cutting of the Cake Ceremony, Christmas Fair, (Whole day) Thurs& Fri Major Final Exams half day <u>INTO LITERATURE 4: Love and Loss</u> Romeo and Juliet – review Performance Assessment: Argumentative Essay HMH Grammar: Module 3 and 4 Module Review (pp 71 and 83) Exam Prep Exams
<i>Dec 14 to Jan 1 Christmas Break</i>	