

Honors English Nine Class Syllabus

HOW WILL WE LEARN?

It is no accident that high schools require four years of Language Arts because **reading, writing, speaking,** and **listening** are skills that all of us use every day. With that in mind, our English class affords us unlimited opportunity to engage in all four of these skills, and we will exploit all of them. Of course, reading is at the center of this class so be prepared to do plenty of that, and writing will be just as important whether it is your journal or exploratory or critical. Further, you will be involved in a great deal of cooperative learning and thinking as well as public demonstration of your expertise through lessons taught to the class, speeches, and dramatizations of the literature. Beyond all that, there will be some teacher-centered instruction as needed and a fully integrated use of technology that will empower you to be in complete control of your own learning and success while truly preparing you for the 21st century you will live in.

WHAT WILL WE LEARN?

Honors English 9 will be divided into four different thematic units. The first grading period will begin with a unit on **Hopes and Dreams**. These will be followed by the ideas of **Surprise and Suspense, Courage,** and **Problem-Solving**.

Readings:

- Of Mice and Men (John Steinbeck)*
- Night (Elie Wiesel)*
- Speak (Laurie Halse Anderson)*
- Frankenstein (Mary Shelley)*
- Romeo and Juliet (Shakespeare)
- Short stories, plays, poems, & non-fiction articles

**Please note that these are the only readings you will be required to either buy or borrow. We will also be doing extensive independent and SSR reading, so be prepared to use the library, internet, magazines, etc. for additional material. These will NOT be required to be purchased!*

Essential Assessments:

- Character Analysis Essay
- Formal Persuasive Speech
- Narrative
- Persuasive Essay (w/research)

**Please note that these are only the essential assessments; there will be additional assessments within each unit such as journals, tests, quizzes, graphic organizers, timed writings, etc.*

WHAT ARE OUR GOALS?

- Ø To further develop the ability to express ideas and critical thinking in written and spoken form.
- Ø To learn to read, view, and listen critically and effectively.
- Ø To inspire an interest in reading, writing, and collaboration as a worthwhile and valuable activities.
- Ø To master state standards, **especially our Essential Outcomes listed below.**
- Ø To grow into **rational, responsible, independent,** and **creative** critical thinkers.

ESSENTIAL OUTCOMES FOR ALL ENGLISH AND HONORS ENGLISH NINE STUDENTS AT HDVHS:

WRITING (Students will...)

- Ø Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.
- Ø Compose narratives that establish a specific setting, plot, and a consistent point of view, and develop characters by using sensory details and concrete language.
- Ø Use documented textual evidence in MLA format to justify interpretations of literature or to support a research topic.
- Ø Show mastery of the parts of speech and parts of sentences.
- Ø Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge.

READING (Students will...)

- Ø Apply reading comprehension strategies to understand grade-appropriate texts.
- Ø Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.
- Ø Utilize multiple sources for a singular topic to critique various ways authors develop their ideas (graphic organizers).
- Ø Identify similar recurring themes across different works.
- Ø Evaluate the usefulness and credibility of data and sources.
- Ø Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.
- Ø Use context clues and text structures to determine the meaning of new vocabulary.
- Ø Recognize the importance and function of figurative language.
- Ø Use multiple resources to enhance the comprehension of vocabulary (i.e. dictionary).
- Ø Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.
- Ø Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.

COURSE MATERIALS

- Ø English Website @ www.maitespace.com
- Ø your textbook(s) & novels (novels to be purchased/borrowed are listed above)
- Ø white, smooth-edged loose leaf paper
- Ø pencils and blue/black pens
- Ø one pack of colored pencils
- Ø a three ring binder with at least 5 section dividers
- Ø a spiral notebook for your journal & think pad (could just use loose leaf paper, if desired)

GRADING POLICIES:

All grades are calculated on a weighted point basis. Each assignment will allow you the opportunity to earn points. At the end of the grading period, these points will be translated into a percentage and then awarded a letter grade. Keep in mind that it is your responsibility to monitor your grades and keep all graded/completed work after it is turned back to you. Before you throw anything out—ASK; we will accumulate many assignments and you will need them throughout the entire school year, especially to study for exams. In addition, parents and students will be able to track student grades via HOME ACCESS! This incredible service allows you to see grades as they are updated – no need to wait for interims or grade cards any more. **PLEASE sign up for this with the main office at Davidson as soon as possible.**

ATTENDANCE AND LATE WORK

All assignments are to be completed before class in order to get full credit unless specified. Late homework can be submitted from one day late and until the end of a given study unit at 50% credit with no credit after that. Late work on papers and projects will be accepted with the consequence of 10% off per day up to five days late and will can receive a score no lower than 50% as long as it is of acceptable quality. If you are excused from class for any reason but are in school earlier or later in the day, the project or paper will be considered a day late if not turned in on time.

As per school board policy, students may miss up to six days (excused or official) during a quarter. On the seventh absence from class the student will fail the nine weeks. It is your responsibility to find out what you have missed in class when you return. It is also your responsibility to schedule any make-up work needed within five days of your return to school (test, quizzes, etc.) If you are absent on the day of a test, then you will be expected to take the test the first day back. If you are absent from class on a day that an assignment is due because you are attending an assembly, group or club meeting, etc., you are still responsible for submitting that assignment directly to the teacher during the school day.

CLASSROOM, STUDENT, & TEACHER EXPECTATIONS:

Standards of expected behaviors in our classroom are simple and binding. (Click [HERE](#) to review Blue Team Behavioral Expectations & Consequences.)

WEBSITE RESOURCES!

Being in this class means you have access to some of the most complete and useful online resources available. Simply navigate to www.maitespace.com and click on **English**. (You can also access this from the [Davidson High School – Teacher Webpages page](#); just look for Mr. Tony Maite.) From this site you will be able to view all our lesson plans, grades, and due dates as well as print out most of our worksheets, review our notes, and even find online tutorials and resources for virtually everything we will study. And since you are on the Blue Team, you'll also get the Homework Matrix, which features your homework and due dates for all four of your team classes on a weekly basis. This means you never again have to wonder what you missed when you were absent or risk forgetting an assignment, test date, or major due date. In addition, you will be able to use our **Home Access** to monitor your grades, and we will be using our **HCS eCampus** extensively for collaboration, assignment submission, and teacher feedback.

GETTING EXTRA HELP:

In general, all you have to do to get extra help is let me know you need to meet before or after school, and we'll make that happen. Just remember to give advance notice (usually one day) so I can plan around meetings, etc. I can also meet with you 5th or 8th period if you happen to have a study hall during those periods. Remember, you can contact me at any time at Tony.Maite@hboe.org, and I will respond as soon as possible, usually that same night. Finally, I will conduct weekly afternoon and morning study sessions. Days and times for these are to be determined by class needs.

Please acknowledge that you have read and understand the classroom policies by signing this document and having your child return it to me. Thank you!

I have read and understand the Honors English 9 classroom policies for the 2010-2011 school year.

Student signature

Parent signature