

# James Clemens High School

11306 County Line Road  
Madison, AL 35756



**Phone: 256-216-5313**

*Extension: 95109*

*Email: [kdwilson@madisoncity.k12.al.us](mailto:kdwilson@madisoncity.k12.al.us)*

## Course Syllabus

**PreAP English 9**

**Instructor: Kimberly Wilson**

**Dear Parent/Guardian,**

**I look forward to having a great semester! I feel fortunate to have your son/daughter in my class. This class is rigorous, but the students will learn and have fun too! Please read the syllabus & course policies with your student. Feel free to contact me with any concerns.**

**Thank you,  
Kimberly Wilson**

**My child and I have read and discussed the classroom syllabus.**

Student Name (Print) \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Name (Print) \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Email Address(es) \_\_\_\_\_

Phone number(s) \_\_\_\_\_

Cell

Home

Work

Is there anything else I should know about your child? \_\_\_\_\_

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## **Course Syllabus**

### **PreAP English 9**

**Instructor: Kimberly Wilson**

#### **Course Description:**

This accelerated paced course will help prepare students for Advanced Placement English Language and Advanced Placement English Literature. English 9 PreAP provides students with experiences to enrich and expand their acquisition of grammar and communication skills, appreciation of literature, organization and presentation of ideas, and development of critical thinking skills as demonstrated through analytical writing while cultivating a variety of individual writing styles. Summer reading is required. The summer reading list is provided in the Spring Semester.

#### **Course Objectives:**

1. To master and successfully apply complex rules of language usage
2. To develop effective voice, organization, transitions, and sentence variety when writing
3. To successfully read and interpret literature from a variety of genres and time periods across world literature, recognizing styles associated with particular authors, time periods, and genres.
4. To become a more discerning reader, able to note stylistic devices and begin to consider their effect
5. To become a more effective communicator in both formal and informal presentations among large and small groups

#### **Classroom Rules and Expectations:**

1. Come to class prepared & with all necessary materials..Be present in class & not distracted.
2. Be in your seat and ready to go when the bell rings / when class starts. STAY seated unless permission is given otherwise.
3. Treat each person in the class with dignity and respect. Treat others as you would like to be treated.
4. Raise your hand & wait your turn to speak during whole class instruction or discussion time.
5. Follow all procedures and policies as outlined by James Clemens and by the Madison City Schools handbook.
6. Accept responsibility for your actions.

#### **Classroom Management Plan:**

- Verbal reprimand
- Conference with student with parent contact
- Withdrawal of privilege(s) with parent contact
- Other consequences determined to be reasonable and appropriate by the school administration.

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## Wireless Communication Devices:

Please refer to the Madison City Schools Code of Student Conduct and Madison City Schools policy manual concerning wireless communication devices.

**Accommodations:** Requests for accommodations for this course or any school event are welcomed from students and parents.

**Turnitin Notice:** The majority of writing assignments in this course will be submitted to Turnitin via the Schoology learning platform. The primary focus of this software is to help students become better writers and scholars. Turnitin generates a report on the originality of student writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This program will help students discern when they are using sources fairly, citing properly, and paraphrasing effectively - skills essential to all academic work.

Students will have the opportunity to review their Turnitin originality report and will have the opportunity to make revisions before submitting their work for grading. Once their work is submitted, teachers have the opportunity to view the student's originality report and grade accordingly.

## Grading Policy:

Test and quiz grades will account for 70% of the 9-weeks grade, with the remaining 30% being determined by daily grades. The grading scale is as follows: A (90-100%), B (80-89), C (70-79), D (65-69), and F (below 65). Grades will be a reflection of mastery of the standards. Make sure all absences are excused as class work can be made up and graded for excused absences only. The final exam counts for 20% of the final grade.

## Make-Up Work Policy:

Students should schedule to take make-up tests & quizzes. After two weeks, a zero will remain per board policy.

## Course Materials:

- 3 ring binder with dividers (sections: language, literature, & vocabulary)
- Paper & something to write with
- Red pen, black pen, & highlighter

## Texts/Required Readings:

*Novels:* *Animal Farm* by George Orwell (summer reading) & *To Kill a Mockingbird* by Harper Lee

*Play:* *\*Romeo & Juliet* by William Shakespeare

Other Readings: *The Odyssey* and selected nonfiction essays, editorials, and historical speeches, shorts stories and poetry from MCS text.

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<b>18 - WEEK PLAN*</b>	
<b>WEEK 1-2</b>	<b>Summer Reading: The Power of Persuasion</b> <ul style="list-style-type: none"><li>*Introductions, syllabus review, and class procedures</li><li>*Summer reading: <i>Animal Farm</i> by George Orwell</li><li>*Propaganda analysis</li><li>*Writing/reading workshop</li><li>*Grammar review</li><li>*Vocabulary</li><li>*Language Skills Pre-assessment 1</li></ul>
<b>WEEK 3-5</b>	<b>Powerful Openings</b> <ul style="list-style-type: none"><li>*Grammar instruction</li><li>*ACT language skills review and practice</li><li>*<i>To Kill a Mockingbird</i>,</li><li>*Reading/ Writing Workshop</li><li>*Vocabulary</li></ul>
<b>WEEK 6-9</b>	<b>Compelling Evidence</b> <ul style="list-style-type: none"><li>*Language Pre-assessment 2</li><li>*Grammar instruction</li><li>*ACT language skills review and practice</li><li>*Reading/ Writing Workshop</li><li>*Write an analytical essay examining a given argument</li><li>*Research Paper</li><li>*Vocabulary</li></ul>
<b>WEEK 10-13</b>	<b>Telling Details</b> <ul style="list-style-type: none"><li>*Grammar instruction</li><li>*Visual text analysis/ making inferences from details</li><li>*A variety of short stories from MCS texts &amp; excerpts from <i>The Odyssey</i></li><li>*Writing an effective literary analysis paragraph</li><li>*Reading/ Writing Workshop</li><li>*Vocabulary</li></ul>
<b>WEEK 14-18</b>	<b>Pivotal Words and Phrases</b> <ul style="list-style-type: none"><li>*Grammar instruction</li><li>*A variety of poetry</li><li>*Reading/ Writing Workshop</li><li>*<i>Romeo and Juliet</i> by William Shakespeare</li><li>*Write Critical Reviews</li><li>*Multi paragraph literary analysis</li><li>*Vocabulary</li></ul>

\* This syllabus serves as a guide for both the teacher and student; however, during the term it may become necessary to make additions, deletions or substitutions.