



## HONORS ENGLISH 9

**I. Course Description:** This is an accelerated pace course designed to help prepare students for Advanced Placement English Language & Advanced Placement English Literature. Pre-AP English 9 provides students with experiences to enrich and expand their acquisition of language and communication skills, appreciation of literature and selected classics, organization and presentation of ideas, and cultivation of a variety of individual writing styles.

### II. Course Objectives:

- Read and comprehend a variety of informational texts independently and proficiently to acquire new information and respond to the needs and demands of society and the workplace.
- Read closely and analyze a range of complex literary and informational texts across world literature to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
- Value and utilize textual evidence, incorporating it effectively in writing and speaking to support a claim/thesis.
- Understand how writers/speakers use diction and syntax to mobilize the thoughts and actions of readers/listeners.
- Employ digital literacy (technology) appropriately, safely, and ethically to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
- Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
- Employ conventions of grammar, mechanics, and usage in order to communicate effectively with a target audience, both in written and verbal forms.
- Expand vocabulary and use context clues to determine meanings of unfamiliar spoken or written words.

**\*\* Note:** We will follow both the Collegeboard Pre-AP English 1 Course Guide and the Alabama Core Standards. Our "Honors English 9" class is called "Pre-AP English 1" by Collegeboard, so know that these two class names are synonymous.

- [Collegeboard Pre-AP English 1 Course Guide](#)
- [Alabama Course of Study Guide](#) (grade 9 begins on page 121)

### III. Classroom Expectations:

1. **Be PUNCTUAL:** Students must be on time for class and ready for instruction when they enter the door. Once the bell has rung, students will need to report to the front office to receive a pass for class.
2. **Be PREPARED:** Students must have all needed materials for class, including completed assignments. You are responsible for you; do your own work! Should you miss an assignment, it is your responsibility to get back on track.
3. **Be POSITIVE:** Leave the negativity outside the classroom. Mindset matters, and we will work together to achieve success.
4. **Be POLITE:** Do not interfere with others' rights to learn. Be respectful of all peers and teachers. Keep personal devices put away during instruction so as not to be a distraction, as well as showing common courtesy.
5. **Be PROACTIVE:** There are no shortcuts to success. Take initiative in your own learning and future. Stay focused. Be on task.

**\*\*Follow all classroom procedures, JCHS policies, and the Madison City School Handbook. Failure to comply with the aforementioned policies and procedures will result in the following reinforcements, of which the order can be changed upon teacher's discretion: verbal warning, written warning, parental contact, detention/intervention during Refuel time, and/or a disciplinary referral.**

### IV. Classroom Management Plan

[1] Verbal reprimand [2] Conference with student with parent contact [3] Withdrawal of privilege(s) with parent contact [4] Other consequences determined to be reasonable and appropriate by the school administration.

**V. Accommodations:** Requests for accommodations for this course or any school event are welcomed from students and parents. I am here for you! I am cheering for your success, so please communicate frequently and ask for support when needed.

## **VI. Appropriate Use of Technology:**

Only **school-issued chromebooks** will be allowed during instruction and may be monitored by Go Guardian. \*Please refer to the Alabama FOCUS Act, Act 2025-386. Violation of policy regarding this Act constitutes a Class II violation.

**Artificial Intelligence and Originality:** Students must acknowledge the use of AI in any capacity related to their school work: text, image, multimedia, etc. Please note: the use of AI could be subject to the Academic Dishonesty Policy. Please review the [Madison City Schools Artificial Intelligence Acceptable Use Policy](#) in full.

**Turnitin:** Furthermore, writing assignments in this course may be submitted to Turnitin via the Schoology learning platform to generate 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 make revisions before submitting their work for grading. Upon final submission, teachers have the opportunity to view the student/s originality report and grade accordingly.

**VII: Academic Integrity:** Plagiarism will not be tolerated. It is unethical and against school rules. Offenses include:

- Copying the work of another (including copying/pasting from internet sources).
- Allowing someone else to copy your work.
- Giving, receiving, or seeking any unauthorized help on any assignment.
- Presenting someone else's ideas as your own.
- Failing to properly cite sources.
- For online tests, having another tab open.

Cheating and plagiarism will result in a grade of 0% on the assignment for all parties involved. Students may reattempt the assignment after the first instance of plagiarism for reduced credit (-30%). Future infractions will result in an automatic 0% with no retake and possible referral to administration.

**VIII. Grading Policy:** Major grades will account for 70% of the semester grade, with the remaining 30% being determined by classwork/homework grades, or minor grades. The grading scale is as follows: A (90-100), B (80-89), C (70-79), D (65-69), and F (below 65). The final exam counts for 20% of final grade with each quarter counting at 40%.

**Make Up Policy:** If a student misses a major or minor grade, it is the student's responsibility to contact the teacher regarding make-up work instructions. Students may also see the teacher during offered refuel hours for additional help.

- > All work missed on the day(s) of an excused absence(s) must be made up by the end of that unit.
- > Unexcused late work will only be accepted for a ten-point per day deduction up to five days. After five school days, late work will not be accepted, and the grade will remain a 0.
- > ALL late work must be turned in with an excuse written by the student explaining both why the assignment is late (even if excused); failure to do so will result in a min. of 10 and max. of 50-point deduction on the work submitted.

## **IX. Attendance and Tardies:**

Madison City Schools' Attendance policy and James Clemens High School Tardy Policy will be strictly enforced.

**X: Materials/Supplies and Required Reading:** It is recommended that students have a 3-ring binder with pockets to keep handouts and notes. Students may also need the following: college-ruled notebook paper, blue or black ink pens, pencils, highlighters, and sticky notes. \*\* Required Reading: Each student will need his or her own copy of *Animal Farm* and *To Kill a Mockingbird*.

**Parent Note:** *Education is a pathway to success, and the global success of my students is my goal as a teacher. However, I cannot do so without your help, as I believe that positive interaction between the teacher and parent/guardian strengthens the feeling of support all students need for success in the classroom and in life. Please feel free to email me anytime with questions, concerns, or praises. Let us all work together as a team to ensure success.*

# Honors English 9

## 18 Week Plan

\* The course outline serves as a guide for both the teacher and student; however, during the term it may become necessary to make additions, deletions, or substitutions. Adequate notice will be provided to students of any necessary changes.

<b>Unit 0</b>	<b>Laying the Foundation: Intro Unit + Writing Boot Camp</b> About the class, preliminary writing and reading samples, CER method and MLA. <u>Approximate Length of Unit:</u> 1 week
<b>Unit 1</b>	<b>Engaging with Texts</b> <ul style="list-style-type: none"> <li>→ Text: <i>Animal Farm</i> by George Orwell</li> <li>→ Literary Focus: novel, theme, plot structure, characterization, setting, propaganda, parallelism</li> <li>→ Writing/Presentation Focus: claims, text evidence, reasoning, structured paragraphs, citations, annotations grammar, vocabulary</li> <li>→ Assessments: CER Expository Paragraphs and Unit Test</li> </ul> <u>Approximate Length of Unit All Together:</u> 2 weeks
<b>Unit 2</b>	<b>Constructing Texts: Narration (+ Unit 1 Concepts)</b> <ul style="list-style-type: none"> <li>→ Texts: “We Wear the Mask” - Dunbar (poem), “The Cask of Amontillado” - Poe (ss), “The Necklace” - Maupassant (ss)</li> <li>→ Literary Focus: narratives, short story, poetry, theme, plot structure, characterization, setting, literary devices, diction, connotation, denotation, structure: chronological vs. fractured/nonlinear, rhetorical appeals</li> <li>→ Writing/Presentation Focus: assertion, evidence, commentary, outlining, thesis, varied syntax, grammar, vocabulary</li> <li>→ Assessments: Narrative &amp; AEC and Unit Test</li> </ul> <u>Approximate Length of Unit All Together:</u> 2 weeks
<b>Unit 3</b>	<b>Constructing Texts: Literary Analysis (+ Units 1-2 Concepts)</b> <ul style="list-style-type: none"> <li>→ Texts: <i>Fall of Icarus</i> (painting), “Musee des Beaux Art” - Auden, <i>The Odyssey</i> - Homer</li> <li>→ Literary Focus: mythological texts, poetic and literary devices, diction, theme, plot structure, setting, characterization, literary devices, allusions, symbolism</li> <li>→ Writing/Presentation Focus: compare/contrast, expository writing, oral presentation (live or recorded), grammar, vocabulary</li> <li>→ Assessments: Expository Essay (AEC writing) and Unit Test</li> </ul> <u>Approximate Length of Unit:</u> 4 weeks
<b>Unit 4</b>	<b>Investigating Through Research (+ Units 1-3 Concepts)</b> <ul style="list-style-type: none"> <li>→ Texts: <i>Quiet: The Power of Introverts</i> excerpt - Cain, <i>To Kill a Mockingbird</i> - Harper Lee</li> <li>→ Literary Focus: nonfiction, biographies, informational texts, main idea, diction, connotation, denotation, thematic analysis, tone, point-of-view</li> <li>→ Writing/Presentation Focus: Argumentative Research Essay, MLA format, citation grammar, vocabulary</li> <li>→ Assessments: Argumentative Research Essay and Unit Test</li> </ul> <u>Approximate Length of Unit All Together:</u> 5 weeks
<b>Unit 5</b>	<b>Entering the Conversation (+ Units 1-4 Concepts)</b> <ul style="list-style-type: none"> <li>→ Texts: “How Do I Love Thee?” - Browning, “The Raven” - Poe, <i>Romeo &amp; Juliet</i> - Shakespeare</li> <li>→ Literary Focus: dramatic conventions, poetry analysis, diction, syntax, theme, claim, text evidence, reasoning, tone, plot structure, symbolism, literary devices, characterization, audience</li> <li>→ Writing/Presentation Focus: Literary Analysis, Multimedia Presentation, vocal delivery, grammar, vocabulary</li> <li>→ Assessments: Multimedia Presentation and Unit Test</li> </ul> <u>Approximate Length of Unit:</u> 4 weeks
<b>Finals</b>	<b>Review and Final Exam</b>

\*\*This is a tentative schedule and is subject to change at the teacher’s discretion. \*\*

\*\*A variety of short stories, non-fiction texts, speeches, and poetry may also be included in each unit. \*\*