

**PRE-AP ENGLISH 9  
MS. WILSON  
SYLLABUS SPRING 2020**

<b>I.</b>	<b>Course Description:</b>	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.
<b>II.</b>	<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To master and successfully apply complex rules of language usage</li> <li>2. To develop effective voice, organization, transitions, and sentence variety when writing</li> <li>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.</li> <li>4. To become a more discerning reader, able to note stylistic devices and begin to consider their effect</li> <li>5. To become a more effective communicator in both formal and informal presentations among large and small groups</li> </ol>
<b>III.</b>	<b>Laptop Usage:</b>	<ol style="list-style-type: none"> <li>1. Student laptops should not be hard wired to the network or have print capabilities.</li> <li>2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers.</li> <li>3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops or other electronic devices.</li> <li>4. Laptops and other electronic devices will be used <b>at the individual discretion of the teacher.</b></li> </ol>
<b>IV.</b>	<b>Required Reading:</b>	<ol style="list-style-type: none"> <li>1. *<i>Animal Farm</i> (summer reading)</li> <li>2. *<i>To Kill a Mockingbird</i></li> <li>3. Selected nonfiction essays, editorials, &amp; historical speeches</li> <li>4. <i>Romeo &amp; Juliet</i></li> <li>7. Selected short stories from world literature</li> <li>8. Selected poetry from world literature</li> </ol>

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<p><b>V.</b></p>	<p><b>Classroom Expectations:</b></p>	<ol style="list-style-type: none"> <li>1. Come to class prepared &amp; with all necessary materials..Be present in class &amp; not distracted.</li> <li>2. Be in your seat and ready to go when the bell rings / when class starts. STAY seated unless permission is given otherwise for in-school class.</li> <li>3. Treat each person in the class with dignity and respect. Treat others as you would like to be treated.</li> <li>4. Raise your hand &amp; wait your turn to speak during whole class instruction or discussion time.</li> <li>5. Follow all procedures and policies as outlined by James Clemens and by the Madison City Schools handbook.</li> <li>6. Accept responsibility for your actions.</li> </ol> <p><b>MAKE-UP WORK:</b> Students should <u>schedule</u> to take make-up tests &amp; quizzes. After two weeks, a zero will remain per board policy.</p>
<p><b>VI.</b></p>	<p><b>Grading Policy:</b></p>	<p>Test / 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. Incomplete daily work is <b>not</b> accepted late. Major assignments are docked 10 percent each day they are late. ** Make sure all absences are excused: tests &amp; daily work can be made up and graded for excused absences only. The final exam counts for 1/5 of final grade.</p>
<p><b>VII.</b></p>	<p><b>Materials and Supplies Needed:</b></p>	<ul style="list-style-type: none"> <li>● 3 ring binder with dividers (sections: language, literature, &amp; vocabulary)</li> <li>● Paper</li> <li>● pencil</li> <li>● Red pen, black pen, &amp; highlighter</li> </ul>

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**18 – WEEK PLAN**

**(Subject to change as needed: See Schoology & board for updates.)**

<b>Weeks 1-2</b>	<ul style="list-style-type: none"> <li>· <b>Summer Reading Unit Theme: The Power of Persuasion</b></li> <li>· Course introduction</li> <li>· Editing for correct capitalization</li> <li>· Understanding allegory, propaganda, and persuasive techniques in <i>Animal Farm</i> and the world around us</li> <li>· Vocabulary units 1-2</li> <li>· Language Skills Pre-assessment 1</li> </ul>
<b>Weeks 3-5</b>	<ul style="list-style-type: none"> <li>· <b>Unit 1: Telling Details</b></li> <li>· Individualized &amp; whole class language lessons / parts of speech review based on pre-assessment</li> <li>· Analyzing visual texts, making inferences from details.</li> <li>· Short story reading to include works such as “Bread,” “The First Day,” “What Happened During the Ice Storm,” “Lamb to the Slaughter,” and others.</li> <li>· Exploring how specific details contribute to the overall meaning of a work of fiction.</li> <li>· Using model sentences to improve analytical sentence commentary</li> <li>· Writing an effective literary analysis paragraph</li> <li>· Vocabulary units 3, 1-3 review &amp; unit 4</li> </ul>
<b>Weeks 6-9</b>	<ul style="list-style-type: none"> <li>· <b>Unit 2: Pivotal Words and Phrases</b></li> <li>· Individualized language lessons &amp; parts of speech review based on pre-assessment 1</li> <li>· Identify &amp; use atypical sentence patterns.</li> <li>· Close read to analyze the meaning &amp; impact of individual words and phrases from both poetry and drama.</li> <li>· Construct found poetry.</li> <li>· Read &amp; interpret poetry from various genres and time periods</li> <li>· Interpret Shakespearean drama, <i>Romeo and Juliet</i> &amp; compare different film adaptations</li> <li>· Write critical reviews.</li> <li>· Draft multi paragraph literary analysis responses.</li> <li>· Vocabulary units 5-6, &amp; units 4-6 review, &amp; unit 7</li> </ul>

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<b>Weeks 10-13</b>	<ul style="list-style-type: none"><li>· <b>Unit 3: Compelling Evidence</b></li><li>· Language Pre-assessment 2</li><li>· Individualized &amp; whole class language lessons review based on Language Pre-assessment 2</li><li>· ACT language skills review &amp; practice</li><li>· Using various phrases to vary sentence structure</li><li>· Examine the various strategies to build a reasonable, logical argument using effective evidence of various types and appeals.</li><li>· READ - various essays from contemporary newspapers &amp; magazines, as well as famous historical speeches</li><li>· Write an original argument</li><li>· Write an analytical essay examining a given argument, distinguishing between what an author merely says and what the author does as a writer.</li><li>· Research &amp; cite using MLA style - writing a research paper</li><li>· Synthesize found sources with your own argument.</li><li>· Vocabulary unit 8, vocabulary units 6-8 review</li></ul>
<b>Weeks 14-17</b>	<ul style="list-style-type: none"><li>· <b>Unit 4: Powerful Openings</b></li><li>· Individualized &amp; whole class language lessons review based on Language Pre-assessment 2</li><li>· ACT language skills review &amp; practice</li><li>· READ - <i>To Kill a Mockingbird</i>, excerpts from other selected novels including <i>Go Set a Watchman</i>, selected paired nonfiction articles</li><li>· Exploring unique narrative voices</li><li>· Examining the different ways setting &amp; characters can be introduced &amp; how this shapes reader perspective</li><li>· Writing a literary analysis essay</li><li>· Vocabulary unit 9-10</li><li>· Review &amp; Final Exam</li></ul>

\* The 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. Adequate notice will be provided to students of any necessary changes.

Dear Parent/Guardian,

I look forward to having a great semester! I feel fortunate to have your son/daughter in my class this semester. 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.