9th Grade - English 1 Honors District Syllabus

Black Horse Pike Regional School District

Course Description

Students will be recommended to this course based upon a rigorous selection process involving a review of standardized test scores and achievement in English Language Arts courses. Summer reading assignments are required. This is the first step in a four-year English program for highly-talented students. Students read poetry, short stories, novels, and a Shakespearean play. It is expected students in this course will read extensively and probe into literary analysis. Supplementary work requires independent acquisition of vocabulary knowledge; understanding and application of grammatical conventions; and establishment of sound academic habits and strong study skills. Students will be expected to work diligently to complete course requirements and meet personal goals. Assignments and projects in the summer and culminating activities throughout the year are required.

To Start Our Year:

Each district teacher will distribute Google Classroom codes for each class within the first week of school. ALL assignments, due dates, and materials will be posted and organized by topic. Class calendars will also show upcoming due dates.

School	Teacher

All information about summer reading choices, grading policies, curriculum, and honor code policies are available on the English Department webpage. You are expected to know and follow the policies and guidelines there.

Resources

Suggested Long Form: *To Kill a Mockingbird* by Harper Lee, *The Catcher in the Rye* by J.D. Salinger, *Fahrenheit 451* by Ray Bradbury, *Night* by Elie Wiesel, and independent reading choices each marking period.

Suggested Short Form: "The Bass, the River, and Sheila Mant" by J.D. Wetherell, "Harrison Bergeron" by Kurt Vonnegut, "The Stolen Party" by Liliana Hecker, "A Pair of Silk Stockings" by Kate Chopin, "The Gift of the Magi" by O. Henry, "Marigolds" by Eugenia Collier, "Fish Cheeks" by Amy Tan, "Can Animals Think?" by Eugene Linden, "Community Service and You" by T.J. Saftner, "A Country Divided" by Patricia McMahon, "Internment" by Margaret McCrory, "Teaching Chess, and Life" by Carlos Capellan, "The Grandfather" by Gary Soto, "How to Eat a Guava" by Esmerelda Santiago, "A Whole Nation and a People" by Harry Mark Petrakis, "No Speak English" from The House on Mango Street by Sandra Cisneros, "Accomplishing Big Things in Small Pieces" from This I Believe by William Wissemann, "Why I Want a Wife" by Judy Brady. selections of modern and classical poetry, Sonnets 18 and 30 (William Shakespeare, Poems from Prentice Hall Literature, Grade 9, Samples from a range of historical and cultural places - Harlem Renaissance, slam poetry, free verse, odes, etc.

Grading Breakdown:

Categories	Types of Assignments
Major Assessments: 40%	Essays, Projects, Presentations **Research Paper Requirements**
Minor Assessments: 35%	Open-ended responses, Quizzes, Collaborative & Independent Analysis of Readings

Participation/Preparation/ Practice: 25%	Classwork, Homework, Annotations of & Responses to Readings, Class Participation

Support Services Offered:

At-home Skill Recommendations

At-home Reading Recommendations

[Teacher's name] is available during Common Time for extra help on[Available letter] days and after school by appointment.

The [Name of After School Help] is hosted in the LMC on Tuesdays-Thursdays from 2-4; the Literacy Lab is available during [Mascot] Time every day or by appointment with [Reading Specialist].

Classroom Rules:

- Always come to class prepared
- Always come to class on time
- No cell phones or headphones - unless instructed otherwise
- Always be respectful and accepting of others and their belongings
- No eating or SHARING food in class

Plagiarism

Plagiarism is "the unacknowledged use of another's means of expression and/or work product, whether published or unpublished, without proper credit through the use of quotation marks, citations and other customary means of identifying sources." This means copying the words or ideas of another without the proper form of academic documentation. There are two basic kinds of plagiarism: deliberate plagiarism and accidental plagiarism, equally serious. The most common act of deliberate plagiarism involves copying another person's work and passing it off as your own. The most common act of accidental plagiarism involves failing to provide the proper internal documentation for quoted, summarized, and/or paraphrased ideas from another person, even if the source is listed in a Works Cited/Reference page.

The Black Horse Pike School District maintains a firm stance regarding plagiarism. Academic repercussions will be determined in coordination with the classroom teacher, Supervisor, and/or Vice Principal. While the district realizes that Artificial Intelligence (such as ChatGTP) can be used as a tool for brainstorming and exploring personal topics of interest, it is important to use such tools responsibly and ethically. Regarding issues of academic dishonesty, students are not permitted to submit AI-generated work as their own. Additionally, using AI to evade plagiarism detection is unethical and a violation of academic integrity and the BHP Honor code. As AI is an emerging technology, the district will continue to evaluate its use in the classroom.

There will be ZERO tolerance for any work that is plagiarized. This includes failing to cite your sources, passing someone else's work as your own, or simply copying homework from someone else. Google Classroom alerts me when work is being shared or when similar responses are submitted. Simply put, DO YOUR OWN WORK. Plagiarism earns a grade of a zero and is recorded as disciplinary action.

Major Assessments/Focus by Marking Period
MP1
<u>Literary Analysis</u> Students will complete a literary analysis essay in which they evaluate the use of one major element of the text

(theme, symbolism). Students will focus on writing that meets high school Honors performance standards in structure, purpose, and analysis.

Theme Analysis Performance Assessment
Students will select a theme present in the class novel. Within this theme, students will then create a presentation that tracks the connection between the theme and a character of their choosing. Students will then connect the theme to their own lives and connect it to an outside source.

MP2

Literary Analysis on Character
Students will compose a literary analysis following a character throughout a story and examining which characteristics/traits contribute to their development or another element in the text. For example: What traits does the character possess in the beginning of the story that initiates their conflict? What trait in the middle progresses the conflict? Which trait at the end resolved their conflict?

Short Story Performance Assessment
Students will complete a performance assessment in which they examine elements of at least 3 short stories, synthesizing ideas from multiple texts.

MP3

Argument Research Project
Students will construct a research project/essay that addresses a topic focused upon by the entire class. Students will examine two pro and two con sources and present and synthesize the information.
Research Paper Requirement

Rhetoric/Speech Project
Students will create a new invention and present the invention to the class through both a speech and visual aid. Both will display grasps of rhetorical devices such as ethos, pathos, logos, and diction.

MP4

Narrative
Students will be expected to create a narrative in which they demonstrate an understanding of literary elements including dialogue, character descriptions, imagery, and plot development.

Mini Multi-Genre Project
Students will identify an essential question present within a Shakespearean play and explore its occurrences in the text. They will then find interpretation of this essential question presented through other genres/mediums such as poetry, music, film, art, and other texts.

Pacing Guide

MP1 (10 weeks)	
Week 1-5	**Week 6-10**
Work through class novel Literary Devices (simile, hyperbole, alliteration, metaphor, personification, onomatopoeia, oxymoron) Point of View Conflict (internal and external)	Reflect on novel Final Performance Assessment Literary Analysis Essay Symbolism Theme Theme Analysis Project

Paragraph writing	Grammar (capitalization, commas, compound-complex sentences)
Standards: RL.CI.9–10.2.; RL.IT.9–10.3.; W.AW.9–10.1; SL.UM.9–10.5.; L.VL.9-10.3.; L.VL.9-10.4.A	

MP2 (10 weeks)	
Week 1-5	**Week 6-10**
Work through minimum of four short stories Irony (situational, dramatic, verbal) Plot Diagram Characterization Review Conflict (internal and external) Begin short story based essay	Work through additional short stories Reflect on novel Complete short story based essay Review symbolism Short story performance assessment Reflection
Standards RL.CR.9–10.1.; RL.IT.9–10.3.; RL.PP. 9–10.5.; W.AW.9–10.1.; SL.UM.9–10.5.; L.SS.9–10.1; L.VL.9-10.3; L.VL.9-10.4.A	

MP3 (10 weeks)	
Week 1-5	**Week 6-10**
Introduce Information Texts Annotation Skills Rhetoric (ethos, pathos, logos, diction, anaphora) Speech Analysis Rhetoric/Speech Project Public Speaking	Research Unit Examine Pro/Con Sources MLA Citations Bias and Credibility Plagiarism Writing Process
Standards RI.CR.9–10.1; RI.CR.9–10.2; RI.CR.9–10.6; W.AW.9–10.1; W.AW.9–10.5; W.AW.9–10.6; SL.PI.9–10.1; SL.PI.9–10.4; L.SS.9–10.2	

MP4(10 weeks)	
Week 1-5	**Week 6-10**
Shakespearean play and sonnets Comedic Relief Foil Characters Review Irony Multi-Genre Project Storytelling Techniques	Poetry Poetic Forms Narrative Writing Dialogue Imagery Detailed Writing
Standards RL.CR.9–10.1; RL.CR.9–10.2; RL.CR.9–10.3; W.NW.9–10.3; W.RW.9–10.7; SL.II.9–10.2; L.SS.9–10.2	

Acknowledgement

Please sign your name here to acknowledge that you have read and understand the course expectations:

Sign your name:

Please have your parent/guardian sign their name here to acknowledge that they have also read and understand the course expectations:

Sign your name: