

# English 9 Syllabus

*"Learning is not attained by chance, it must be sought for with ardor and attended to with diligence." – Abigail Adams*

Welcome to English 9 and to high school! English 9 is a foundational course that will prepare you for learning in high school and beyond. In this course, you will have ample practice in close reading, writing, analysis and discussion of literature, and understanding and applying grammatical concepts. Our units of study are diverse, extending from ancient mythologies to contemporary young adult authors, and classic novels to Shakespearean plays. Students meeting proficiency in this class will be well-prepared for future studies in English and other courses.

To be successful in English 9, you should be prepared to complete your homework in a quality way, take notes independently, be proactive in asking questions, organize your materials, and meet deadlines. Own your learning!

*"We read books to find out who we are. What other people, real or imaginary, do and think and feel... is an essential guide to our understanding of what we ourselves are and may become."*  
– Ursula K. LeGuin

## Course Outline

### Semester One:

- Internal Conflict – In this unit, students will read and annotate a novel, giving particular attention to the ways in which the author uses internal conflict to build interest.
- Grammar – Students will study parts of speech and apply those concepts to their own writing.
- *Romeo and Juliet* – In this unit, students will read and study William Shakespeare's play with an emphasis on examining Shakespeare's use of language to craft a text that is still relevant and resonant in today's world.
- SSR – Throughout the semester, students will participate in Silent Sustained Reading as a means to improving reading skills, building background knowledge, and fostering a lifelong habit of reading for pleasure.
- Article of the Week – Throughout the semester, students will read and annotate teacher-selected articles and compose written responses. This activity helps students build background knowledge, practice close reading of non-fiction texts, and hone writing skills.

## Semester Two:

- Mythology – In this unit, students study ancient Greek mythology with a focus on understanding how these particular myths have influenced modern language, culture, art, music, and literature.
- Grammar – Students will study parts of a sentence and apply those concepts to their own writing.
- Great Work of Literature – Students consider the question, “What qualities or characteristics do great works of literature possess?” and examine Harper Lee’s novel, *To Kill a Mockingbird*, for these qualities.
- Literature of the Holocaust – In this unit, students read and study first person narratives of the Holocaust (*Night* by Elie Wiesel, *All But My Life* by Gerda Weissmann Klein, etc.) and explore the ways in which people were affected by and responded to the atrocities of the Holocaust.
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*“In the long run, we shape our lives, and we shape ourselves. The process never ends until we die. And the choices we make are ultimately our own responsibility.” – Eleanor Roosevelt*

## Expectations

Be prepared for class.

- A. Bring all necessary materials to class every day, including your planner or calendar and class binder.
  - You will need the following supplies: a three-ring binder (at least 2”), plenty of loose-leaf paper, pens and pencils (blue or black ink only), and a calendar or planner in which to write assignments.
- B. You will receive ONE copy of assignments and handouts. YOU are responsible for keeping classroom materials.

Be here and be on time.

- A. Be in your seat when the bell rings.
- B. If you are not in your seat when the bell rings, a tardy will be given. Consult the student handbook in your planner regarding the tardy policy. Bring attendance concerns to your teachers in a timely manner.
- C. The bell does not dismiss the class; the teacher does. Please clean up after yourself and push in your chair when you are dismissed. Please do not pack up your materials before you are dismissed; it is distracting to others.
- D. If you are absent it is your responsibility to collect and complete missing work. In order to get missing assignments, please follow these guidelines:
  - Talk to your teacher at an appropriate time (not during class) to get your missing work. Be sure to read all directions, and get any missed notes from a peer. Also consult your teacher’s website.

- Mrs. Manny Brown: <http://www.oregonsd.org/webpages/kmannybrown/>
- E. If you are absent on the day a summative assessment is due (including tests, projects, or essays) you need to turn in or complete the assessment on your first day back to class.

Allow teaching and learning to take place.

- A. Practice good manners.
- B. If you would like to use a device (phone, tablet, laptop, MP3, etc.) for classroom learning purposes, consult your teacher first.
- C. Raise your hand to offer a comment or answer and do not interrupt other speakers.
- D. Follow the teacher's instructions regarding the use of class time. This includes participating in activities and using class time according to your teacher's directions.
- E. If you need help or have questions, please ask. Your teachers are available before and after school and during their plan periods – just ask!

Understand the grading guidelines.

- A. Please consult the OHS Grading Handbook and the OHS English Department Shared Policies for a comprehensive list of grading policies.
- B. Summative work constitutes 80% of the semester grade; the semester exam is 20% of the semester grade.
- C. It is in the student's best interests to complete all work in a timely fashion. Students who fail to do so may forfeit the opportunity to receive extensive teacher feedback. Meeting deadlines is an important life skill. Work not completed and ready to be turned in when requested by the teacher is late.
- D. Learning Skills will be evaluated separately for each student, by each teacher, and will be evaluated separately from measures that contribute to the student's final summative grade. Learning Skills are not used to determine a student's academic achievement. Learning Skills will be recorded on each student's transcript and may be considered by colleges and work places. The following criteria will be used to determine a student's Learning Skills grade:
  - Consistently completes class assignments and homework in a timely fashion. At OHS this means a student:
    - completes assignments on time
    - is on time to class
    - is prepared for class
    - makes up work in a timely manner
  - Cooperates well with students and staff. At OHS this means a student:
    - approaches school work with a positive disposition
    - follows the rules and directions of the teacher and school
  - Student is actively engaged in classroom learning. At OHS this means a student:
    - is attentive and produces quality work
    - initiates contact for extra help when needed
    - participates constructively in class activities

## Contact Information

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Prep Hours: