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*“It’s a very ancient saying, but a true and honest thought, that if you become a teacher, by your pupils you’ll be taught.”*

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9th Grade

*College Preparatory English*

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**Contact Information:**

Mrs. J. Hixson

hixsonj@southmoreland.net

Room 211

**Course Information:**

In this course we will be studying grammar, vocabulary, fiction, non-fiction, novels, poetry, drama, and complete a major Research Paper. This course requires extensive readings from several genres and periods. In addition to studying structure and style, you will consider the social and historical values reflected in a wide range of literary works.

You will be required to make critical judgments about such things as character, motivation, theme, setting, point-of view, style, voice, and structure. You must also employ critical skills such as organization, comparison/contrast, persuasion, analysis, and audience-awareness.

You will demonstrate your knowledge through presentations, analytical essays and/or creative writing, journal writing, tests, projects, and peer and self-evaluations. Writing is an integral part of the College Prep course. Writing assignments focus on critical analysis of literature and include descriptive, persuasive, informative, and narrative essays. A major essay will be required every quarter. During your 10th grade year you will be required to show proficiency on the Keystone examination in both reading and writing.

You will be presented with attitudes, experiences, and ideas you may not have encountered in your own life by exploring literature, film, theatre, and other forms of language expression.

**Course Goals:**

* Define and identify critical literary terms needed for extensive study of literature.
* Compose samples of descriptive, persuasive, informative, and narrative writings.
* Identify the essential elements of plot, characterization, theme, setting, and purpose in short stories.
* Analyze classic and contemporary poetry.
* Show awareness of social, historical, and biographical factors that influence literature.
* Develop a command of English grammar and usage.
* Apply a variety of strategies to increase reading comprehension and expand vocabulary.
* Complete a major research paper following proper MLA guidelines.
* Increase reading and writing aptitude in preparation for standardized examinations such as the Keystone, SAT, and ACT.

**Class Expectations:**

* Consider yourself an invited guest in my classroom. I hope to make you feel comfortable and welcome as you learn, and I expect you to want to be a part of this classroom.
* Be on time. The tardy policy requires that you be in your seat when the bell rings. My time starts when the bell rings. Start copying your agenda when you get to your seat.
* Be prepared. I will let you know in advance what you will need for class. EVERYDAY you will need your binder, journal, and a pen/pencil.
* Any action that disrupts the classroom (cell phones, applying make-up, profanity, throwing things, complaining, etc.) will not be tolerated.
* Listen when someone else is speaking. Raise your hand if you have something to say.
* R-E-S-P-E-C-T. No explanation necessary.
* Do not leave your seat until the bell rings; **NO** standing by the door.

**Supplies:**

* Pen or Pencil
* Binder ***by September 4th*** (See me if there is an issue)
* Independent Reading Book
* Agenda Book
* *Prentice Hall Literature Grade Nine*

**Classroom Policies:**

* All late work will be assessed a ***one*** letter grade deduction for ***each day late***. After the assignment is one week late, the maximum points credited will be worth 50% of the original point value.
* All assignments submitted should be typed or neatly hand-written and follow MLA guidelines.
  + Heading: Name, Teacher, Course, Date (Day Month Year: 28 August 2012)
  + Title: Centered, No underlining, change in font, or italicizing
  + Page Numbers: Last Name and Page # (Top right-hand corner)

Doe 1

Jane Doe

Mrs. Hixson

English I CP

27 August 2012

Formatting in MLA

It is important to follow MLA format when writing papers in class. Formal papers should not be “fancy.”

* Short story and poetry vocabulary and questions will be assigned prior to reading the work, and the completed assignment will be due the day of the selection assessment unless noted otherwise.
* The opportunity will be given to rewrite any formal essay after reviewing the teacher’s evaluation. All mistakes must be addressed before resubmitting the essay or points will not be awarded. There will also be retesting options. You drive curriculum.
* Extra-credit opportunities will be available throughout the year, and students are encouraged to suggest an extra-credit project for any content matter covered in the curriculum. If you are excited about a topic being covered in class, ask yourself what else you want to know. I will also suggest enrichment activities throughout the year. If you plan on taking AP in 11th and 12th, these additional assignments will help prepare you.
* Students that frequently read independently will perform better on standardized reading exams and gain a deeper appreciation for and enjoyment of literature. You are required to bring an additional book to class for independent reading daily. You will receive class participation/bonus points for any book that you present to your peers. Also, you will be awarded occasional reading days throughout the year.

**Course Content**

* 1st Quarter
  + Fictional Short Stories
    - “The Most Dangerous Game”
    - “The Necklace”
    - “The Cask of Amontillado”
    - “The Interlopers”
  + Non-Fiction
    - “I Have A Dream”
    - “Before Hip Hop was Hip Hop”
    - JK Rowling Biography
    - Assorted Pieces of Non-Fiction

***Writing Focus:* 3-5 Page Critical Analysis of a Short Story**

* 2nd Quarter
  + Grammar: Basic to Advanced
  + MLA and Writing a Research Paper
  + *To Kill a Mockingbird* and *The Secret Life of Bees*

***Writing Focus:* 3-5 Page Research Paper**

* 3rd Quarter
  + Poetry
    - “Hope is the thing with feathers”
    - “The Road Not Taken”
    - “I Wandered Lonely as a Cloud”
    - “Once by the Pacific”
    - “Dreams”
    - Assorted Poems
  + William Shakespeare and *Romeo and Juliet*

***Writing Focus:* Poetry Portfolio and 3-5 Page Poetry Analysis**

* 4th Quarter
  + *The Outsiders*

***Writing Focus:* 3-5 Page Reflection**

\*\*\*Schedule is Subject to Change

**General Grading:**

* Tests, Projects, and Papers 60%
* Homework 15%
* Class work, Journals, and Participation 15%
* Quarterly/Unit Exam 10%

**Literacy Tutoring**

I am committed to your academic success. Therefore, the Literacy Tutoring program is designed to help all students who are struggling or who feel they could benefit from individualized assistance.

The purpose of this program is to enhance your overall learning in all classes, to improve your basic skills in literacy, basic skills in math, and to better prepare you for the PSSA exam. All materials will be provided, and there will be no outside homework.