

Boston Collegiate Charter School**Grade 9 Honors English****Instructor: Ms. Veeder****Phone: 617/265-1172, ext. 226****Email: mveeder@bostoncollegiate.org****Teaching schedule: 2nd, 3rd, 4th and 6th on Mondays,****Tutoring Hours: Tuesday lunch MS 140, Weds. after school (room _____)****COURSE OVERVIEW**

In grade 9, students apply critical reading, writing and thinking skills to five fundamental genres: short stories, novels, nonfiction, poems, and plays. Students learn to identify characteristics of these genres and identify elements of fiction and literature including setting, theme, plot, symbolism, point of view, foreshadowing and irony. Students develop both their creative and expository writing skills through a variety of writing assignments, both formal and informal. Students also practice and master editing techniques and apply them to their writing. Students develop public speaking skills through recitations and presentations. Finally, students develop reading comprehension, vocabulary and grammar skills through specific drills and practice exercises and apply these skills to their assignments.

Reading will be assigned on a daily basis. Students will respond to the daily readings via journal entries, reading logs, and/or by creating and answering discussion questions. Quizzes and exams will range from fill-in-the-blank vocabulary quizzes, to reading comprehension quizzes, to passage identifications, to essay tests. Longer analytical essay papers will focus on close, primary (textual) readings of the texts. Reflective pieces or personal essays, creative projects and other coursework will be assigned throughout the year. Students will also write a major research paper. Vocabulary will be cumulative throughout the year.

While students in this honors English course will read the core books in the 9th grade English curriculum, the pace of this course will be faster than a college preparation level. Students will also read more broadly, independently and deeply by reading supplemental works, both inside and outside of class, to expand their understanding of the core books. This class is writing-intensive.

To continue enrollment in an honors English course, a student must have a current year to date average of 85 (B) or above at the time of course selection (usually late May or early June). Students with averages below 80 (B-) will not be considered for honors enrollment. Students with averages 80-84 may advocate to continue in honors English.

PRIMARY PERFORMANCE STANDARDS

By the end of grade 9 honors English, students will have developed their ability to:

- ❑ Understand and use correctly standard grammatical conventions, including sentence structure, punctuation, capitalization, parts of speech, and spelling
- ❑ Acquire and use an advanced vocabulary of English words in writing and speech
- ❑ Identify and discuss the main idea, characters, facts, and themes of works of literature, poetry, and plays, both read and heard

- ❑ Identify and analyze tone, imagery, symbolism, mood, audience, and literary devices such as simile, alliteration, and metaphor in works of literature, poetry, and plays
- ❑ Use well-organized, well-developed, and appropriately chosen evidence and details in writing in various genres, including informational, persuasive, expressive, and analytical writing
- ❑ Use effectively standard English conventions in editing, revising, and proofreading writing
- ❑ Speak effectively in a variety of settings and environments in making oral presentations and dramatic recitations
- ❑ Locate and analyze such elements in fiction as point of view, foreshadowing, and irony
- ❑ Apply knowledge of the concept that the theme or meaning of a selection presents a view or comment on life, and locate evidence in the text to support understanding of an identified theme
- ❑ Identify how an author’s use of words creates tone and mood, and analyze and evaluate how the choice of words advances the theme or purpose of the work
- ❑ Analyze and explain structure and elements of nonfiction works
- ❑ Analyze logic and use of evidence in an author’s argument
- ❑ Identify, respond to, and analyze the effects of sound, form, figurative language and dramatic structure of poems
- ❑ Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion.
- ❑ Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research.

SYLLABUS

Please note: Texts/works and dates are subject to change.

August/September	Summer Reading tests and reflection
Community and Conformity	“The Lottery” by Shirley Jackson <i>Lord of the Flies</i> by William Golding
October	
Loyalty and Sacrifice	“The Scarlet Ibis” by James Hurst <i>Of Mice and Men</i> by John Steinbeck
November/December	
Race and identity	“Brownies” by ZZ Packer <i>Kindred</i> by Octavia Butler
January	
Education	“Waiting for Superman” (2010 film) “Have Teenagers Try Adulthood” Leon Botstein

MIDTERM EXAM – January 25th 2012

January-February	“A Rose for Emily” William Faulkner
Education and Alienation	<i>To Kill a Mockingbird</i> by Harper Lee

March-April
Bildungsroman

“Paul’s Case” Willa Cather
Catcher in the Rye by J.D. Salinger

May-June
Jealousy, the green-eyed monster

“Cask of Amontillado” Edgar Allen Poe
Othello by William Shakespeare

FINAL EXAM-

POLICIES AND PROCEDURES

Absences: If you are absent, please arrange for a colleague to collect handouts for you and to advise you of the homework. Additionally, file folders for each class containing handouts for the week are in the classroom. **You must also meet with the teacher during lunch to discuss any work or notes you missed.** It is your responsibility to initiate this conversation.

Homework: Late homework is not accepted and will result in a 0. If the homework is part of a larger assignment (e.g., potential thesis statements for an essay), the teacher will likely require the student to complete the homework assignment, but not for credit, and continue assigning 0s until the student has completed the work. Students who hand in major assessments late will be penalized accordingly: 1 day late – 25% deduction; 2 days late – 50% deduction; 3 days late – 0.

Open Rewrite Policy: Students will generally complete two submissions of essays, incorporating feedback from their first submissions in their second submissions. Students who wish to rewrite second submissions are encouraged to do so, after receiving the permission of and scheduling a conference with the teacher, and will receive the average of their two second submission grades.

Open Door Policy: Please note my tutoring hours listed on the first page. I am working part-time every morning and am accessible via email whenever I am not in the building.

Finally, please refer to the BCCS Student and Family Handbook for additional policies regarding attendance, behavior/code of conduct and homework expectations.

ASSESSMENT/GRADES

Classwork 15%

Classwork may include, but is not limited to, Do Now's, participation, group work and grammar/vocabulary drills.

Homework 20%

Homework may include, but is not limited to, discussion questions, and essay outlines or drafts.

Major Assessment 35%

Tests, essays, the research paper, and long-term projects/presentations fall into this category.

Minor Assessments 30%

Quizzes, diary, seminars and recitations.

***All work done in English Skills class counts as a grade in English class.**

Your work in the categories above will compose **85%** of your final, yearly grade. You will also take a **midterm exam which will count for 5% of your yearly grade, and a final exam which will count for 10% of your yearly grade.**

SPECIAL MATERIALS/SUPPLIES NEEDED

Please bring one small binder used only for English class, or section of a large binder devoted solely to English materials, to class every day. Create the following section divisions within the binder: (all should be filed chronologically)

- 1) Current unit
- 2) Do-Now
- 3) Notes
- 4) Skills

You will also need:

1 hard-bound diary, lined.

1 pack of index cards

Honors and your GPA (grade point average)

As a result of the increased workload and expectations for this course, you will earn .5 points more for this class than the regular English class. When it comes to college application time, your GPA is an important factor and this addition of points can add up in very important ways.