

**ENGLISH 9  
SYLLABUS**  
**\*Subject to change as needed\***

*James Clemens High School  
11306 County Line Road  
Madison, AL 35756*

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**Office Hours: TBA**

**\* This 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.**

**Course Description:**

Ninth grade students are expected to develop and strengthen all areas of English language arts over the semester in order to build a solid foundation. They will become more aware and strategic in their approach to reading increasingly complex selections on a more independent level. While the focus in reading is on world literature, students will also learn to expand their control of the writing process. By managing the research process, students will learn to investigate and present information in a multitude of fashions that includes written, visual, and oral. Students will take part in discussions in order to investigate gray areas of literature and practice communication skills with peers. Overall, students will develop skills in researching, questioning, presenting, reading, writing, and discussing.

The objective of the ninth-grade curriculum examines a variety of authors' styles, vocabulary, literary components, and persuasive strategies in both nonfiction and fiction texts. The writing and language strand culminate in the application of skills mastered at a significantly complex and sophisticated level. Standards in the research and inquiry strand become more demanding. Although not all research results in a formal paper, ninth grade students support a thesis on a nonliterary topic. The oral and visual communication strand prepares learners to function effectively in both employment and postsecondary educational settings. In practice, these strands are integrated, thereby enabling students to see the relevance of what they are learning.

**Classroom Expectations:**

- \*Be courteous and respectful of everyone.
- \*Be prepared and on time (have all necessary materials and assignments).
- \*Participate in all class activities, discussions, and assignments.
- \*Keep all handouts, notes, etc. in the appropriate section in your binder.
- \*Follow all classroom procedures, JCHS policies, and the Madison City School Handbook. \*Class work is due by the assigned due date. Late work is accepted up to one day, at the cost of a letter grade, this is not referring to excused absences.
- \*When absent, it is the **student's responsibility** to see what work has been missed and to make arrangements to turn in the work. **\*\*\*Take responsibility for your actions\*\*\*.**

**Classroom Management Plan:**

- Verbal reprimand
- Conference with student with parent contact
- Withdrawal of privilege(s) with parent contact
- Other consequences determined to be reasonable and appropriate by the school administration.

**Accommodations:** Requests for accommodations for this course or any school event are welcomed from students and parents.

**Procedure Instructions for Personal Electronic Devices:**

Please refer to the Madison City Schools Code of Student Conduct and Madison City Schools policy manual concerning wireless communication devices.

**Grading Policy: Grades will be a reflection of mastery of the standards**

**Grading Period:** This class is divided into two, nine-week categories. Report cards will be distributed at the end of each nine-week period. Progress reports will be distributed at three-week intervals throughout the nine weeks.

**Student grades will be determined based on the following percentages:**

- **1st 9 Weeks (1st Report Card)=40% of Course Grade**
  - Major Tests & Papers/ Projects 70%
  - In-class assignments & homework (Daily Grades) 30%
- **2nd 9 Weeks (2nd Report Card)=40% of Course Grade**
  - Major Tests & Papers/ Projects 70%
  - In-class assignments & homework (Daily Grades) 30%
- **Final Exam=20% of Course Grade**

**Grading Scale:** A (90-100), B (80-89), C (70-79), D (65-69), F (64 and below)

**\*Cheating and plagiarism of any kind are never tolerated.** The academic misconduct policy of the school will be followed in this course.

**\*Please note that all requests for accommodations for this course or any school event are welcomed from students and parents.**

**\*Any student who receives failing grades during this course is urged to discuss this with me so we can devise a plan for improvement.**

**Attendance and Tardies: Madison City Schools' Attendance policy and James Clemens High School's Tardy Policy will be strictly enforced.**

**Make-up Test/ Daily Grade Policy:** If a student misses a major or minor grade, it is up to the student to contact the teacher and make arrangements for a make-up date/time and the absence must be excused. Failure to do so will result in a 0 for the major or minor grade.

**Late Work Policy:** LATE WORK is accepted up to ONE DAY, at the cost of a letter grade; this is not referring to excused absences.

**Required Reading:**

*\*The Hobbit* (summer reading)

*\*To Kill a Mockingbird*

*\*The Odyssey*

*\*Romeo & Juliet*

**Materials and Supplies Needed:**

- \*3 ring binder with dividers
- \*Loose-leaf/ College Ruled Paper
- \*Writing utensils (pencils, black pens, and red pens)
- \*Highlighters (blue, green, and yellow)
- \*Sticky notes
- \*Replenish your supplies as needed.\***

**XI. Stay Connected:****Parent/ Student/ Teacher Contract:**

<https://forms.gle/RfeUyfw5k4VoskBr9>

<b>18 – WEEK PLAN</b> <b>*Subject to change as needed*</b> <b>*See Schoology for updates*</b>	
<b>Weeks 1-2</b>	<b><u>Summer Reading:</u> Characterization, making inferences, introduction to analytical and argumentative writing</b> <i>*The Hobbit, The Hobbit (2012-14) films</i> <b>Assessments:</b> Content test, Character Analysis Essay <b><u>Approximate Length of Unit:</u> 2 weeks</b> <i>*Grammar instruction</i> <i>*Reading/ Writing Workshop</i> <i>*Vocabulary</i> <i>*Literary analysis essay</i> <i>*Multiple Choice Exam</i>
<b>Weeks 3-9</b>	<b>Unit 2: Characterization, The Hero's Journey, cultural values and themes, poetry elements, and figurative language</b> <i>*The Odyssey</i> <b>Assessments:</b> Content test, Character Analysis Essay/ Hero's Journey Project, <i>Odyssey Map</i> , Reading Questions <i>*Grammar instruction</i> <i>*Reading/ Writing Workshop</i> <i>*Vocabulary</i> <i>*Character analysis essay + Hero's Journey Project</i> <i>*Multiple Choice Exam</i>

<b>Weeks 10-14</b>	<b>Unit 3: Historical context, narrative point-of-view, characterization, theme, research.</b> <i>*To Kill a Mockingbird</i> <b>Assessments:</b> Content test, Research Process, Research Paper, Reading Questions, Reading Checks, Dialectical Journals *Grammar instruction *Reading/ Writing Workshop *Write an analytical essay *Research Paper (thematic analysis/ real world connections) <i>To Kill a Mockingbird</i> + The Scottsboro Boys *Vocabulary *Multiple Choice Exam
<b>Weeks 15-16</b>	<b>Unit 4: Structure (play + poetry), characterization, argumentation.</b> <i>*Romeo and Juliet</i> <b>Assessments:</b> Shakespearean Sonnet Analysis, Reading Questions, Movie Poster *Reading/ Writing Workshop *Vocabulary *Grammar instruction
<b>Weeks 17-18</b>	*Final Exam Review *Final Exam

**\*A variety of short stories, non-fiction texts, speeches, and poetry will also be included in each unit.\***

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