



**English 9 – Honors**

Teacher: Peter Conover      Room 13b      Phone: 596-2010

Email: [pconover@rsu13.org](mailto:pconover@rsu13.org)

Website: [googleclassroom.com](https://www.googleclassroom.com)

Office hours: After school each day and during my B2 planning period. Please try to make an appointment ahead of time.

**COURSE DESCRIPTION**

In English 9, students will read literary works from a variety of genres, from different cultures, and from classical and modern time periods. The elements of each genre and various literary techniques will be discussed to develop an understanding of the authors' craft and the effectiveness and purposes of common literary devices. Students will be asked to understand more than storyline; they will be asked to contemplate the universality of literature: themes and motifs that transcend time and place. In order to develop critical thinking skills and the ability to communicate effectively, students will be asked to respond to their readings thoughtfully, to write for different purposes, to present material creatively, and to evaluate material and ideas presented not only in the literature but also in the media.

This class will provide step-by-step, activity-based instruction for the following types of writing: argumentative, informative, research, literary analysis, and narrative. Five thematic units of study will integrate grammar, composition and reading instruction.

**COURSE LENGTH** Full year.

**Graduation Standards covered in this class:**

**RC - READING COMPREHENSION** Read and comprehend appropriately complex literary and informational texts independently and proficiently.

**RI - READING INTERPRETATION** Interpret, analyze, and evaluate appropriately complex literary and informational texts.

**WA - WRITING ARGUMENTS** Write clear and coherent arguments for a range of tasks, purposes, and audiences.

**WIN - WRITING INFORMATIVE AND NARRATIVE TEXTS** Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences.

**WP - WRITING PROCESS** Develop and strengthen writing.

**WR - WRITING RESEARCH** Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Argumentative/ Persuasive Unit of Study 1 of 5

Target #:	Descriptor:	Standard Source: CC/Common Core	Standard:
1	Reading	Through reading you will find textual material to support your ideas.	<p>RL1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
2	Writing	In class we will use multiple forms of persuasive essay to frame our responses. The five-paragraph essay will be the practiced form, however we may also use the expanded journal and the open response format. Thesis based writing will be used to argue claims and support assumptions. All work must reflect the materials researched/ studied, and will be properly cited.	<p>W8 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
3	Language	Throughout the course we will practice proper grammar and usage and try to improve syntax and cohesion.	<p>L2 Demonstrate command of the conventions of standard English including capitalization, punctuation, agreement, and spelling when writing.</p>

## ASSESSMENTS

<b>Component:</b>	<b>Details &amp; Basis for Grading:</b>
Formative Assessments: daily class assignments, quizzes, writing/ reading/ vocabulary assignments, self-assessments, and homework	50% of grade
Summative Assessments – Exams, Writing Assignments, Projects, Mid Terms, and Final Exams	50% of grade

## HABITS OF WORK

<b>Component:</b>	<b>Course Expectations:</b>
Preparation for class	Students should always be ready for class by completing the reading or assignment.
Class participation	Students are expected to participate in class.
Options for extra credit	See instructor.
Homework	Should be completed on time
Late or incomplete work	If you know ahead of time that the work will be late, please see Mr. Conover When absent from class please see Mr Conover the day you return, even if we do not have class that day, so that you can make - up the work.
Submitting work electronically	As applicable.
Test make-up	See Mr Conover ASAP for make-up appointment
Collaborative projects & teamwork	Most work is completed individually/independently but there will be opportunities to work in pairs or small groups.
Sharing views/communicating respectfully	Always required and essential for a safe and healthy classroom.
Eating & drinking in class	Until the food/drink becomes a problem, it is allowed.
Special attire or materials needed	Please bring your charged iPad or personal computer and reading book to class everyday, Keep the issued journal and vocabulary notebook in classroom.



**Student & Parent/Guardian Acknowledgement and Return Form**

After reviewing and discussing this syllabus, kindly complete the form below and return by September 9, 2016

Course Title	English 9		
Teacher	Peter Conover	Email:	<a href="mailto:pconover@rsu13.org">pconover@rsu13.org</a>

Please sign and date the section below to indicate that you have reviewed the course syllabus and agree to assist with the communication necessary to reach our goals.

<b>Acknowledgement:</b>	<b>Print Student Name:</b>	<b>Student Signature:</b>	<b>Date:</b>
I have read and understand the terms of this syllabus.			
<b>Acknowledgement:</b>	<b>Print Parent/Guardian Name:</b>	<b>Parent/Guardian Signature:</b>	<b>Date:</b>
I have read and understand the terms of this syllabus.	Cell phone: Email:		

**Use this space to provide the teacher with advance notice of important information that may impact student’s participation (health concerns, anticipated absences, academic support needs, etc.).**

---



---



---



---

---