



English 9 Honors

Course Syllabus

Chesapeake Math & IT Academy

Prerequisites: **Reading English Language Arts 8 Credits: 1.0 English**

Course Description: **This required course will help students develop strategies for reading comprehension and will improve their vocabulary, language usage skills, and writing skills. Students will also use critical reading and thinking skills to analyze fiction (including novels) and non-fiction literary genres from world literature. Students will have opportunities to respond to Selected Response questions reflective of the format and content of the required English assessment. Students will also engage in reading, writing, speaking and listening activities that are based on the Maryland College and Career Readiness Standards.**

INSTRUCTOR INFORMATION:

NAME: Scott Hommel

E-MAIL ADDRESS: shommel@cmitacademy.org

PLANNING TIME: 11:04-11:45 (A days), 2:08-2:45 (B days)

SCHOOL PHONE NUMBER: (240) 767-4080 Ext: 86519

CLASS INFORMATION:

COURSE NUMBER: 103293

CLASS MEETS: 4th/5th Periods

ROOM: 142

TEXT: *Collections 9*, ISBN: 9780544159945

Supplies Needed:

- Pens (blue or black)
- Pens - red, purple, or green (for editing/peer review)
- #2 pencils (for testing)
- Spiral-bound notebooks (2)
- Highlighter -any color (for annotating)
- Sticky notes (for annotating)
- 1 small box or pack of tissues for the classroom (I will provide lotion and hand sanitizer year-round)

1st Quarter Overview:

- Classroom Norms and Procedures
 - Academic Discourse/Accountable Talk
 - Socratic Seminar
 - Creating our positive classroom climate
- Literary Analysis and the Elements of Effective Argumentation
 - “I Have a Dream”- Dr. Martin Luther King Jr.
 - “The Gettysburg Address”- President Abraham Lincoln
 - “We Shall Overcome”- President Lyndon B. Johnson
 - Argumentative Claims, Counterclaims, and Rebuttals
 - Rhetorical Devices
- Close Reading, Annotation, and Citation
 - “The Sniper” by Liam O’Flaherty
 - Short stories and informational texts TBD
 - Identifying central idea and theme
 - Unlocking the prompt
 - Text structure
 - Vocabulary
 - Cornell Notes
 - MLA formatting
- The Writing Process
 - Writing a thesis statement
 - Grammar
 - Essay peer review and revision
 - Speech writing
- Poetic Analysis
 - Carl Sandburg, Maya Angelou, others TBD
 - poetic devices
 - poetic forms
 - figurative language
- Standardized Assessments
 - Fall MAP- September 10th - September 27th
 - SLO Pre-test- September 4th - October 12th
 - PSAT - October 10th

GRADING:

Honors English 9

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the Maryland College and Career-Ready Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	<p>Includes all work begun and/or completed in class such as:</p> <ul style="list-style-type: none">● Evidence-Based Constructed Responses (EBSR)● Essays (Prose Constructed Responses - PCR)● Student journals● Class discussions● Group/cooperative activities● Multi-media presentations● Text-based Vocabulary and grammar activities● Participation● Other tasks as assigned	40%
Homework	<p>Includes all work completed outside of the class setting such as:</p> <ul style="list-style-type: none">● Readings and/or Related tasks● Evidence-Based Constructed Responses● Student journals● Other tasks as assigned <p>Note: Teacher may grade homework for completion *HW point value will be determined at teacher's discretion</p>	10%
Assessment	<p>Assessments (formative and summative) may be written, oral, and performance based. Some assessments must include EBSR's and PCR's, including:</p> <ul style="list-style-type: none">● Systemic unit assessments● Portfolios● Multi-media presentations/projects● Research Simulation Tasks● Research and/or projects● Oral presentations	50%

All Science and Technology Reading/Language Arts courses are to follow these grading factors.

*Per PGCPs county policy, my likeness and/or voice may not be recorded without my permission. Thank you for your kind cooperation.

I have read the syllabus with my child and we understand what is expected of him/her in Mr. Hommel's classroom.

Parent/Guardian Signature: _____ Date: _____