



Dorman High School
1050 Cavalier Way
Roebuck, SC 29376
864-582-4DHS

English 9
2010-2011 Expectations and Syllabus

16 August 2010

Dear Parents and Students,

The South Carolina Academic Standards outline what your child should know and be able to do at each grade level. **English 9** is a semester long course of instruction created to help each student develop the skills and knowledge he/she is supposed to have by the end of the 9th grade. English 9 prepares students for success not only on tests like the South Carolina High School Assessment Program (HSAP) and the English I End of Course Test (EOC), but also for everyday life and the workplace.

Success doesn't come easy – it takes hard work. I expect students to come to class prepared to work hard from bell to bell. I give very little homework; therefore, every classroom minute counts. I make accommodations both in my classroom as well as in my lesson planning to meet the needs of my students. Please let me know if your child has any special needs or medical problems that have not already been addressed with a school administrator or guidance counselor.

The syllabus for **English 9** is tentative and may be adjusted as needed throughout the semester at the discretion of the teacher. All units will be multi-genre and include a core text, supplementary novel readings, short stories, poems, informational texts, a research component, and multiple writing assignments. Please follow my web site for updates, due dates, and special instructions throughout the year. Grades will be posted daily/weekly in Power School.

When students, teachers and parents work together, the possibilities are endless. I look forward to meeting you and to working with you and your child in making this school year a productive one.

Please feel free to contact me at 582-4347 (ext. 2133) or floydmj@spart6.org if you have any questions or concerns.

Thank you,
Mary Jo Floyd

CLASSROOM EXPECTATIONS:

- 1) **Be respectful of others at all times.**
Students will demonstrate respect for other students and the teacher by using appropriate language, being prepared for class, following directions, adhering to all school policies, and staying on task.
- 2) **Be prepared and be on time**
Always come to class prepared. This means being in the classroom and seated when the bell rings. Be ready to begin class on time. In addition, your presence in the classroom is essential to your success. Avoid tardiness and unexcused absences.
- 3) **Expect great things from yourself and your peers.**
Your attitude plays an important role in your education. If you believe you can succeed – you can! Encourage your classmates to succeed as well. Do your best work every day!
- 4) **Take ownership of your education**
Take personal responsibility for your learning: set goals, evaluate progress towards those goals, adhere to high standards and revise your performance when needed. Ask questions if something is unclear. Participate in classroom discussions and ask for extra help if you need it. This is your education – get everything you can out of it!

CLASSROOM PROCEDURES:

- **Students will adhere to the school policies set in the student handbook.**
- If absent, students are expected to request make-up work on the day of their return. This is the student's responsibility.
- Due dates for make-up work will be set by the student and the teacher upon the student's return.
- If absent on the due date of an assignment, students are asked to either email the assignment to the teacher or to have the assignment ready upon his/her return to school.

GRADING:

Daily Grades/Homework/Misc. Assignments: 10%

Quizzes: 25%

Tests: 30%

Major Assignments: 35%

COURSE OF STUDY:

▪ **Novels**

Students will read a teacher-guided novel each nine-weeks.

- 1st Nine-Weeks – *House on Mango Street*, Cisneros
- 2nd Nine-Weeks – *What Happened to Cass McBride*, Giles

▪ **Short Stories**

Students will study a wide variety of both classic and contemporary short stories spanning multiple genres, with an emphasis on understanding the authors' craft and intent. A brief sampling of some of the short stories we will cover includes:

- "The Interlopers" by Saki
- "The Possibility of Evil," by Shirley Jackson
- "The Flowers," by Alice Walker

- “The Pit and the Pendulum,” by Edgar Allan Poe
- “Crackling Day,” by Peter Abrahams
- “The Sniper,” by Liam O’Flaherty
- “Thank You, M’am,” Langston Hughes
- “The Lottery,” Shirley Jackson

▪ **Poetry**

Students will study a variety of both contemporary and classic poetry woven into each novel unit. The poetry will support the novel and provide HSAP study of figurative language, voice, style, author’s purpose, and compare/contrast constructed response writing opportunities. Poets will include, but are not limited to, Robert Hayden, Billy Collins, T. S. Eliot, William Carlos Williams, Edna St. Vincent Millay, E. E. Cummings, Stephen Crane, and Poe.

▪ **Nonfiction**

Students will examine author’s purpose, persuasive techniques, use of rhetorical devices, and argument through a variety of literary nonfiction including: *Doing Nothing is Something*, by Anna Quindlen, a memoir from *Night* by Elie Wiesel, and *Montgomery Boycott*, by Coretta Scott King.

▪ **Informational Text**

Each week we will read a numerous examples of informational texts including: newspapers, magazine articles, *New York Times Article for Use in the Classroom*, *Upfront* (New York Times Magazine) mass media, advertisements, on-line research, essays, and periodicals.

▪ **Research Projects**

There will be a research component each nine-weeks. Students will have ample time in the media center to complete each project.

Multimedia works will be studied throughout the units, ranging from films and television, to the graphic novel, online postings, music, and art.