**English 9A Course Syllabus (2020-2021)**

**Class**: English 9A

**Length of Course**: Trimester (72-minute periods, meets daily except Wednesday)

**Textbooks**: *Elements of Literature, Third Course* (Holt, Rinehart, Winston, Inc. 2007)

*Elements of Writing, Third Course* (Holt, Rinehart, Winston, Inc. 1998)

Other selected texts from various sources

**\*9th Grade Disposition/Focus**

Inter-Relationships & Self-Reliance

**\*9th Grade Essential Questions**

* Who am I?
* How do my skills and talents help to define me?
* How do I relate to my family, my community, and society?
* How do I build networks of people to support me?
* How am I a reflection of my relationships?
* How do my relationships within and across groups affect others?
* What influence do class, religion, language, and culture have on my relationshipsand my decisions?
* What can I contribute as an individual?
* What is my responsibility to society?
* How do I see my beliefs reflected in government policies and by politicians?

**Unit 1 - Introduction to Tech/Online Resources**

**Big Ideas**

* Google Classroom

Entering class code/joining a class

Copying to edit/submitting drafts

* Turnitin.com

Final drafts of major assignments

* NoRedInk.com

Grammar/writing modules

* Quizizz.com

Supplementary grammar modules

* Other

**Unit 2 – Introduction to High School Reading**

**Big Ideas**

**\***Survival, chance rules, chasing after status and wealth, sacrifice, true

wisdom, value of material possessions, status for sale

**Major Themes**

Learning how emotions affect us; learning how to read text effectively

**Primary Goals**

To understand how emotions affect and influence who we are

To gain skills, knowledge, and wisdom through reading

To understand the importance of preparing for the future

To identify our strengths and weaknesses and how they define us

To understand how we best learn

**Anchor Texts/Narrative; Linking Texts**

**Short Stories** - “The Most Dangerous Game” by Richard Connell

- “Can Animals Think?” (informational)

“Marigolds” by Eugenia W. Collier

“The Gift of the Magi” by O. Henry

- “Los Ancianos” (poem)

“The Necklace” by Guy de Maupassant

- “How Much is Enough?” (informational)

“The Cask of Amontillado” by Edgar Allan Poe

- “Poe’s Final Days” (informational)

- “Poe’s Death is Rewritten as Case of Rabies, Not

Telltale Heart” (informational)

- “If Poe Had Succeeded When He Said Nevermore

To Drink” (informational)

“The Scarlet Ibis” by James Hurst

**Unit 3 – Introduction to High School Writing**

**Big Ideas**

**\***Effective communication, characteristics of effective writing

(engaging, developed, and supported; organized with effective

transitions; compelling voice and tone; appropriate

conventions/usage)

**Primary Goals**

To learn and identify the major characteristics of good writing

To understand the purposes of writing for the real world

To use writing to reflect thought processes

To use writing to communicate ideas to peers, teachers, society

To understand how writing is vital to careers

**Anchor/Linking Texts**

Narrative Samples by Kathy Gilbert

Selected Student Examplars

“The Characteristics of Good Writing” (informational)

**Intro to Argumentative Terminology**

Affirmative/Proposition

Negative/Opposition

Claims

Warrants/Evidences

Logos/Pathos/Ethos (persuasive appeals)

**Writing Focus**

Analysis of an Argument

Literary Analysis

Descriptive Autobiographical Narrative

Selected Essays

**Unit 4 – Epic Poetry**

**Big Ideas**

**\***Courage, survival, relationships, effects of war, faithfulness, and time

passage

**Primary Goals**

To understand the characteristics of the epic poem

To understand the importance of sustaining healthy relationships

To identify the literary elements of epic poetry

To gain an appreciation for the historical background of ancient Greeks

and the story of the Trojan War

**Anchor Texts**

*The Odyssey* by Homer

**Linking Texts/Media**

“Calypso” (song)

“Penelope to Ulysses” (poem)

“An Ancient Gesture” (poem)

“Cyclops in the Ocean” (poem)

“Where I Find My Heroes” (informational)

“Heroes with Solid Feet” (informational)

**Unit 5 – Language Development**

Usage (Quiz Weekly – 10 weeks)

Phrases

Prepositional

Appositive

Participial

Gerund

Infinitive

Clauses

Dependent

Adjective

Adverb

Noun

Independent

Punctuation

Commas

Semicolons

Colons

GUM (Grammar, Usage, Mechanics) Activities Weekly

**EVALUATION:**

Your grade in English will be determined by your performance on daily assignments,

quizzes, tests, and projects. Your grade will be based on the following weighted system:

**Total Points** – Daily Assignments, Quizzes, Tests, Projects 80%

**Final Exam** – Comprehensive from the trimester- 20%

100%

You will be expected to keep an organized notebook, taking effective notes when appropriate throughout the semester. Active participation is expected. The following grading scale will be used for letter grades:

* 1. A
  2. A-
  3. B+
  4. B
  5. B-
  6. C+
  7. C
  8. C-
  9. D+
  10. D
  11. D-

59-Below E

I have read Mr. Rupp’s classroom guidelines and syllabus, understanding what is expected of me for both behavior and for success as a student in his classroom. I agree to accept responsibility for my personal actions and effort as they relate to these standards.

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

I/We have read through the classroom guidelines and syllabus and understand what is expected of my son/daughter in regard to standards for behavior and homework expectations for Mr. Rupp’s class.

Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_