



Utica High School Advanced English Nine

Mrs. Stalling – Room 110
Planning Period: 8:38 – 9:18
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Course Description

English 9 is required of all freshmen; Advanced English 9 provides more intense reading and writing projects with higher expectations for independent study. The course will emphasize grammar, with sentence and paragraph development in various styles of compositions, using both classic and modern writers as a guide. Reading material will include fiction, nonfiction, drama, and poetry, with an emphasis on analysis and literary concept recognition. Recommended for the student who excels in English.

Course Objectives

1. To demonstrate a deeper understanding of novels, short stories, poetry, drama, and informational texts.
2. To write at a sophisticated level, perfecting the ability to write effectively in a variety of formats.
3. To communicate and respond to ideas about a variety of topics during discussions.
4. To listen to and to evaluate the spoken words of others.
5. To use proper grammar, mechanics, and spelling in writing.

Grading Policy

Your grade for the course will reflect your progress with the material as reflected on quizzes/tests/classwork/writing assignments/class participation. Each semester will include a midterm, which accounts for a portion of your final grade. Each student receives 25 points at the beginning of every quarter as an incentive for meeting class expectations.

Grading Scale:

90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
0 – 59 = F

Class Expectations:

Be Respectful
Be Prepared
Be on Time
Be Attentive
*School policy is followed in Room 110

Consequences of failing to follow class rules:

1. Verbal Warning/loss of respect points
2. Lunch detention/loss of respect points
3. Wednesday detention and/or parent contact
4. Office referral and parent contact

Required Materials:

Writing utensils
A binder
IPad – charged and ready to use
Text – as assigned

Class Procedures

1. Make sure your name, the date, and the class period are on all assignments.
2. Focus during class discussion, take notes, and work on assignments when time is given.
3. Assignments for grading should be placed in your class tray.
4. Check for make-up assignments under your class tray. (Email me for missed assignments.)
5. Your graded work should be collected from your class tray weekly.
6. I do not offer retakes for quizzes and tests, but I do allow and encourage rewrites for major writing assignments.
7. **Cell phone usage is not permitted in the classroom.**

Attendance: Four absences are permitted each nine weeks but not encouraged. Student will begin to receive zeros for any work missed due to an absence beyond the fourth day, with the count resetting at the beginning of each nine weeks.

Tardiness: Students are expected to arrive on time for class. A student who has been tardy to class for a third time in a grading period will receive a lunch detention and will be reported to the office. The fourth tardy receives a Wednesday detention. A fifth tardy in a grading period receives a referral to the office for a Saturday School, In-School Suspension, or Suspension.

Absences: Make-up work due to an excused absence must be made up promptly. The time allotted for makeup work shall not exceed one day more than the period of absence. **It is the responsibility of the pupil to arrange for and to complete the necessary work.**

Late Work

Late work will only be worth ½ credit. No late work after 1 week.

Cheating – including plagiarism, copying someone else's work or allowing someone to copy your work.

* First offense receives a zero on the assignment, quiz, or test.

* Second Offense will be reported to the office and disciplinary action will be taken.

Week 1 8/17-19(3 days)	Class Introductions and Expectations Semester Focus: What is censorship, and how does it play a part of Banned Book Week? Is there currently a need for censorship and/or other limits on media in our society? (Persuasive Research Project) Literary Term Pretest Begin preparations for– Book Project #1
Week 2 8/22-26	Review Pretest and introduce students to Literary Term Project Elements of Fiction in <i>Plainswoman</i> Plot Chart Unit - exposition, conflict, complications, climax, falling action, resolution, protagonist; antagonist; conflict (internal/external); setting; suspense; and foreshadowing.
Week 3 8/29-9/2	Monthly Focus: Diction and Adjectives The importance of setting in <i>Marigolds</i> Writing Practice and Revision: Descriptive
Week 4 9/5-9 (4 days)	Diction and Adjectives <i>The Scarlet Ibis</i> Theme, Symbolism, and Figurative Language
Week 5 9/12-16	Diction and Adjectives <i>Film: Simon Birch</i>
Week 6 9/19-23 (4 days)	Diction and Adjectives <i>Trifles or The Blue Hotel</i> – The Use of Irony Writing Practice: Being concise
Week 7 9/26-30	Monthly Focus: Detail and Adverbs Nonfiction: <i>Getting to Know Poe</i> – Interactive Website Mood, Point of View, and Unreliable Narrators <i>The Cask of Amontillado</i> Nonfiction – <i>The Story Behind the Cask of Amontillado</i> Characterization in <i>The Possibility of Evil</i> Shirley Jackson - The woman behind <i>The Haunting of Hill House</i>
Week 8 10/3-7	Detail and Adverbs Book Project 1 Due– Group Discussion Activity: Better understanding Censorship – Pros and Cons
Week 9 10/10-14	Detail and Adverbs Research the Pros and Cons of Censorship Valid Sources/Citations/Documentation Faulty Logic and Errors in Reasoning – Things to avoid
Week 10 10/17-19 (3 days)	Detail and Adverbs Censorship Debate – Public Speaking Final Literary Term Test for Q1 due

Week 1 10/24-28	Detail and Adverbs Introduction to <i>Fahrenheit 451</i> by Ray Bradbury Vonnegut's Message on Censorship
Week 2 10/31-11/4	Monthly Focus: Figurative Language and Absolutes <i>Fahrenheit 451</i> by Ray Bradbury Political Society
Week 3	Monthly Focus: Figurative Language and Absolutes <i>Fahrenheit 451</i> by Ray Bradbury

11/7-11 (4 days)	Human or Machine?
Week 4 11/14-17 (4 days)	Figurative Language and Appositives <i>Fahrenheit 451</i> by Ray Bradbury Dover Beach
Week 5 11/21 and 22	Figurative Language and Appositives <i>Fahrenheit 451</i> by Ray Bradbury Film
Week 6 11/29-12/2 (4 days)	Figurative Language and Appositives Designing a School Clarisse Would Want to Attend Using proper MLA format
Week 7 12/5-9	School Design Project
Week 8 12/12-15	EXAMS Persuasive Projects Due Final Literary Term Test for Q2 due

Week 1 1/3 -6 (4 days)	Monthly Focus: Imagery and Tools to improve sentence writing Book Project #3 – <i>To Kill a Mockingbird</i> Nonfiction Accounts - 1930 Alabama setting – Analytical Journal Project The first theme of the novel appears...
Week 2 1/9-13	Imagery and Tools Foreshadowing in <i>To Kill a Mockingbird</i> <i>A Time for Justice</i> video Annotating the text
Week 3 1/18-20 (3 days)	Imagery and Tools <i>To Kill a Mockingbird</i> continues <i>The Children's March</i> video What is a Parallel Plot?
Week 4 1/23-27	Imagery and Tools <i>To Kill a Mockingbird</i> – Characterization and Theme Mob Mentality
Week 5 1/30-2/3	Monthly Focus: Understanding Syntax and Using proper punctuation in your sentences What is Courage? Review the persuasive techniques present in Atticus' closing statement.
Week 6 2/6-10	Syntax and Punctuation <i>To Kill a Mockingbird's</i> Climax How are some of the themes of the novel re-established in the concluding chapters?
Week 7 2/13-16 (4 days)	Syntax and Punctuation Finish <i>To Kill a Mockingbird</i> Discuss the full-circle ending.
Week 8 2/22-24 (3 days)	Syntax and Punctuation <i>To Kill a Mockingbird</i> Test following the film
Week 9 2/27-3/3	Monthly Focus: Imagery and Prepositions What is Poetry and how is it present in our lives?
Week 10 3/6-8 (3 days)	Final Literary Term Test for Q3 due Poetry Project Begins

Week 1 3/13-17	Monthly Focus: Imagery and Prepositions Question-Answer, Narrative, and Limericks
Week 2 3/20-24	Imagery and Prepositions Poetry Project Ballads and sonnets
Week 3 3/27-31	Imagery and Participles Poetry Project Concludes Poetry Book Creation
Week 4	Monthly Focus: Syntax and Gerunds Introduction to William Shakespeare

4/10-14	Tragedy, Comic Relief, Foil, and Allusion Nonfiction video: <i>Shakespeare in the Classroom</i>
Week 5 4/17-21	Syntax and Gerunds Drama: <i>Romeo and Juliet</i> – Timeline and Characters The Importance of the Choir/Sonnet The Family's Hatred – Family Feuds throughout history (Nonfiction)
Week 6 4/24-28	Syntax and Gerunds Act II of <i>Romeo and Juliet</i> – The overriding theme in the play
Week 7 5/1-5	Syntax and Infinitives <i>Romeo and Juliet</i> – Act III – Humor mixed with tragedy The Art of Performing – Public Speaking
Week 8 5/8-12	Syntax and Infinitives Act IV of <i>Romeo and Juliet</i> - Dramatic Irony
Week 9 5/15-19	Monthly Focus: Tone and the Adjective Clause Finish reading and watching the play Professional Theater – Humor - <i>The Reduced Shakespeare Company</i>
Week 10 5/22-24	Tone and the Adjective Clause Review <i>Romeo and Juliet</i> – Jeopardy Exam: 100 question test over <i>Romeo and Juliet</i>

Additional Note:

Each unit might consist of review worksheets, lecture, in-class and independent reading, nonfiction supplemental reading, quizzes, tests, vocabulary study, writing, discussion, and any other activities to benefit in achieving the goals of the unit. This syllabus is subject to change and/or fluctuates to meet the needs of the students. It is an overview of the pacing, expectations, and material covered during the year.

We have received and reviewed the syllabus for Advanced English 9 and acknowledge the procedures for and materials covered during the 2022-2023 school year. If there are any concerns or questions about the syllabus, we will contact Mrs. Stalling.

(STUDENT'S SIGNATURE) _____ (DATE)

(PARENT/GUARDIAN SIGNATURE) _____ (DATE)