Mrs. Tiffney Sheree Kizziah
English 9
Course Syllabus

E-mail: tskizziah@tcss.net
Phone: (205) 342-2800
Planning Period: Third Period: (9:40—10:30)
Progress Reports: Sent home every 4 ½ weeks

Course Description

English 9 develops student competency in English usage and mechanics, oral and written communication, and classical and contemporary literature. Topics of study include poetry, the novel, essays, library research skills, short stories, and creative writing. Basic grammar skills are practiced in student writings. Students use analytical and critical thinking skills while examining the various literary forms. Skills measured on the state End of Course Assessment are studied in English 9.

Course Objectives

Students will
1. Apply appropriate strategies in developing reading skills for a variety of purposes in addition to developing an appreciation of the American culture and related world cultures.
2. Recognize elements of short stories, novels, essays, poems, and plays.
3. Apply listening skills, personal study skills, and principles of Standard English in vocabulary.
4. Demonstrate knowledge of language terminology and application of the concepts through speaking and writing.

Materials

- 1 Inch Three-ring binder (for English use only)
- Loose-leaf paper
- One subject spiral notebook
- Blue, Black, and Red pens
- #2 pencils
- Colored Pencils
- Highlighters—pink, green, blue, yellow
- One pack each of the following items:
  - 3x5 lined index cards
  - 4x6 lined index cards
  - sticky notes

Course Requirements/Classroom Rules

1. All Tuscaloosa County Board of Education and Hillcrest High School rules will be enforced in my classroom.
2. Bring all material to class. No returning to lockers.
3. Do not bring food, gum, or open drinks in the classroom. Please place these items in the garbage can that is located outside of the classroom in the hallway.
4. Be in your seat and ready to begin class when the tardy bell rings. We are on a limited time schedule.
5. Follow directions the first time they are given.
6. Raise your hand to speak.
7. Stay in your seat unless instructed otherwise.
8. Show respect for yourself and others.
9. **The DRESS CODE will be enforced in this classroom.** There are to be no low-cut shirts, short shorts or skirts, hats (on or off your head), muscle shirts, drooping pants, inappropriate pictures or suggestive language on clothing. You will be sent to the office to change clothes.

10. **WORK HARD!** This is a high school course and you will be treated like high school students. My expectations of you are high!

### Hall Passes and Bathroom Policy

Due to the limited amount of time each class offers to cover the content, every minute of class time is valuable and will be used effectively. Any time missed due to absence from the classroom will result in the student missing valuable material. Students will be allowed **THREE hall passes** during each grading period. These passes can be used to make visits to the office, bathroom, water fountain, etc. during class time. Students will receive no more than three hall passes per each nine weeks’ grading period. All hall passes will be issued at the teacher’s discretion.

### Personal Electronic Devices

Technology can be a very valuable educational resource. Students are allowed to use electronic and technological devices at **SPECIFIED times and ONLY** when authorized by the teacher for an instructional purpose. Devices such as smart phones, Kindles, Nooks, laptops, and iPads are items that students can use at the designated time. Students may also use these devices to replace paperback/hard-cover novels required for purchase/use for reading assignments. **If a student is using a device inappropriately (not in accordance with classroom instruction or TCBOE policy), consequences will be enforced as stated in the Code of Conduct Handbook.**

### Attendance and Make-Up Policy

Attendance is an imperative part of successfully completing this course. Students have two days to make up missed assignments/tests. **It is the responsibility of the student to ask the teacher for the work missed due to an absence.** If you are absent on a test day, be prepared to take the test on the Tuesday or Thursday that immediately follows the missed test date. Missed assignments and tests are not given during class time; these are completed after school or for homework. If you are absent from my class the day a pre-arranged assignment (essay or project) is due, the assignment is still due that day unless prior arrangements have been made with me. Should you miss my class and arrive to school at a later time, the assignment is due on the due date regardless. If you have any questions regarding the Tuscaloosa County School System’s make-up policy please refer to the Parent-Student Information Guide.

### Grading Policy

Grades will be determined based on a number of assignments including writing assignments and essays, homework, major exams (unit tests, and nine week exams), class assignments, quizzes (announced and unannounced), projects, and notebooks. There will be a minimum of one weekly grade (homework, daily assignments, tests, etc.) for each student in each grading period. For this course (a full credit, four nine-week grading period course), mandatory comprehensive exams will be administered at the end of the first, second, and third nine-week grading period. The weight assigned to each comprehensive exam will be 20% of the nine-week grade. The comprehensive final exam administered at the conclusion of the course will also count twenty percent (20%) of the **FINAL GRADE** for the course. Written examinations or other assessment techniques which measure student mastery of the content may be used. Assessments may include portfolios, products, performances, research papers, or projects. The sum of the four nine weeks’ averages will be
added to the course final exam grade. This total will be divided by five to get the course final grade. Mandatory comprehensive final examinations are administered to all students except those students meeting the exemption criteria. The final course grade for students in grades 9-12 who meet exemption criteria will be determined from the average of the four nine weeks’ grades.

**Exam Exemption—Full Credit, Four Nine-Week Courses**

In order to be exempt from a final exam at the end of a full credit, four-nine week grading period course, a 9-12 grade student must
- Possess an A (90-100) average with 6 or fewer absences, or
- Possess a B (80-89) average with 4 or fewer absences, or
- Possess a C (70-79) average with 2 or fewer absences, **AND**
- Have no discipline referrals that result in detention or suspension during the term/semester.

A student who does not meet the exemption criteria MUST take the course examination in order to receive credit. Only school-related absences will not affect the exemption status of a student. All other absences, excused or unexcused, count against the exemption.

**Essential Functions**

1. Complete classroom assignments and homework.
2. Keep an organized and complete notebook.
3. Follow directions.
4. Work effectively individually, in pairs, in small groups, or in teams.
5. Prepare written assignments effectively.
6. Read and comprehend the texts and supplemental readings.
7. Actively participate in class discussions.

**Course Content**

Major topics that will be covered in this class include, but are not limited to, the following:

**First 9 Weeks**

**Thematic Focus:** All aspects this first nine weeks should be viewed through “character goggles” and explain how the characters within the works studied convey the thematic ideas of **justice and injustice**. Questions to define the unit are the following:
- What qualities define a hero?
- How do authors present and create heroes?
- How does character development influence and define thematic ideas of justice and injustice?

**Major Works:**
- **Short Story:** “The Scarlet Ibis” by James Hurst
- **Songs:** “Holding Out for a Hero” from *Footloose*, “Once in a While” from *Eight Minutes*
- **Nonfiction:** Various articles pertaining to the literature selection
- **Writing:** The Essay

**Second 9 Weeks**

**Thematic Focus:** All aspects this first nine weeks should be viewed through “character goggles” and explain how the characters within the works studied convey the thematic ideas of **justice and injustice**. Questions to define the unit are the following:
- What qualities define a hero?
• How do authors present and create heroes?
• How does character development influence and define thematic ideas of justice and injustice?

Major Works:
• **Novel:** *To Kill a Mockingbird* by Harper Lee
• **Poems:** “If We Must Die,” “Sympathy,” and “Ballad of Birmingham”
• **Nonfiction:** Various articles pertaining to the literature selection and time period

**Third 9 Weeks**

**Thematic Focus:** The thematic focus for this second nine weeks involves studying traditional archetypes, archetypal heroes, epic, and modern heroes and their quests in order to see how authors use patterns of characterization to influence the ideas/theme statements about human nature and the response to conflict that they present in their works. Also, students will study how authors effectively use the traditional techniques of argumentation in persuasive speeches. Questions to define the unit are the following:

• How do authors use archetypal patterns to develop multiple characters within their fiction?
• How do authors use characters’ responses to conflict to comment on human nature and the effect of conflict on human beings?
• How do authors persuade people to agree with them as they try to improve society, and why are some techniques more appropriate in certain situations than others?

Major Works:
• **Epic:** *The Odyssey*
• **Short Story:** “The Fenris Wolf” retold by Olivia Coolidge
• **Nonfiction:** Various articles pertaining to the literature selection

**Fourth 9 Weeks**

**Thematic Focus:** All aspects of this unit focus on the thematic idea of human relationships, the influences on them, and the consequences of decisions people make. Questions to define the unit are the following:

• What kinds of human relationships are presented in literature, and are these relationships realistic?
• How do authors present their ideas about the ways humans interact?
• What universal concepts of human behavior and attitudes do authors represent through their fiction and poetry?
• How do authors of nonfiction explore human relationships, and in what ways do they persuade people to their ways of thinking?

Major Works:
• **Drama:** *Romeo and Juliet* by William Shakespeare
• **Short Story:** “The Gift of the Magi” by O. Henry
• **Poetry:** Shakespeare’s Sonnet 18
• **Nonfiction:** Various articles related to the literature selections and authors

**Grammar**

Parts of Speech, Parts of the Sentence, Subject-Verb Agreement, Pronoun-Antecedent Agreement, Modifiers, Regular/Irregular Verbs, Capitalization, Punctuation, Usage, Pronoun Case, Fragments, Run-ons, Double Negatives, Commonly Confused Words, Noun and Verb Forms, Active/Passive Voice, Parallel Structure, and MLA Documentation

**Composition**

The Writing Process: Descriptive, Narrative, Expository, and Persuasive Essays; The Research Paper; and Personal Writing
Dear Parents,

I am pleased to have your child in my class this year. If you have questions or concerns, please call Hillcrest High School at (205) 342-2800. You may also contact me by sending an email to tskizziah@tcss.net.

Ninth grade is the first year in which credits will be earned towards graduation. Becoming a freshman is an important transition in your child’s education. Making this adjustment is extremely important because it will involve changing study habits and attitudes toward academics in addition to setting goals for the future.

English 9 is an academic subject in which students need good foundational skills for future education as well as for communicating in the workplace as adults. It is my goal this year to meet and exceed all Alabama State Common Core standards and objectives in order for your child to master the End of Course Test that is now required by The Alabama State Department of Education. All activities in this class will be focused on mastering these skills.

As a teacher, it is my job to guarantee all my students an appropriate teaching/learning atmosphere. All behavioral standards will be explained and posted. It is important for students at this age to feel a sense of independence as well as to understand the responsibility that comes with that independence. On the first day of school, I will discuss with students my Classroom Code of Conduct, which defines the behaviors I expect in my classroom. All students will be required to adhere to this code.

Please remember that parents are a child’s first and best teachers. These days it is more important than ever that you be involved in your child’s education. I will need your help in keeping your child focused on academics. Please ask your child for the progress reports that are sent home every 4 ½ weeks. Thank you for your support. I look forward to a productive and successful year with both you and your child.

Sincerely,

Tiffney S. Kizziah

__________________________________
Parent Signature Date

__________________________________
Student Signature Date

__________________________________
Parent Daytime Phone Number

__________________________________
Parent Email Address

*By signing this form you acknowledge that you have read and understand the information contained in Mrs. Kizziah’s syllabus.