

*The mission of Hermon High School is to prepare students for personal success in college, work, and community.*

## Survey English 9

### Instructors:

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This ninth grade survey course stresses the foundations of reading, writing, speaking, language, grammar, research, and study skills. Students study various genres, authors, themes, and writing processes as they progress throughout the course. Students practice the strategies needed to master various types of assessment to meet the state of Maine’s high school graduation requirement and the Hermon School Department’s graduation requirements.

### Graduation Standards

#### **Standard 1: Reading Comprehension**

Read and comprehend appropriately complex literary and informational texts independently and proficiently.

#### **Standard 2: Reading Interpretation**

Interpret, analyze, and evaluate appropriately complex literary and informational texts.

#### **Standard 3: Writing Arguments**

Write clear and coherent arguments for a range of tasks, purposes, and audiences.

#### **Standard 4: Writing Informative and Narrative Texts**

Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences.

#### **Standard 6: Writing Research**

Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

#### **Standard 7: Speaking and Listening Discussion**

Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively.

#### **Standard 8: Speaking and Listening Presentation**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective.

### Unit 1

#### **Authorial Voice and the Interview Narrative**

Summary

Over the course of this unit, students will learn about the elements that make up authorial voice (diction, syntax, tone, etc.). They will read a variety of pieces and both analyze and evaluate the author's use of voice and the impact the voice has on the reader. Thematically, students will all read pieces that deal with the concept of “coming of age.” Through this process, students will explore voice and the coming of age theme. Finally, students will conduct an interview about post-secondary education and how the experience shapes a person's coming of age, and create an interview narrative that conveys a unique voice.

Performance Indicators

#### **Standard 4: Writing Informative and Narrative Texts:**

**A.** Introduce a topic; organize complex ideas, concepts and information so that each

Assessed in Unit	<p>new element builds on that which precedes it to create a unified whole.</p> <p><b>B.</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>C.</b> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>
<b>Unit 2</b>	<b>Crafting an Argument</b>
Summary	<p>Through this unit, students will review the rhetorical appeals of ethos, pathos, and logos and the way they work together to support an argument. From there, students will write an essay of argumentation about the value of a college education. Student will assert a precise claim, support it with reasons and evidence, and acknowledges and refute counterclaims fairly.</p>
Performance Indicators Assessed in Unit	<p><b>Standard 3: Writing Arguments</b></p> <p><b>A.</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims.</p> <p><b>B.</b> Develop claim(s) and counterclaims fairly and thoroughly.</p> <p><b>C.</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>D.</b> Establish and maintain a formal style and objective tone.</p> <p><b>E.</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>
<b>Unit 3</b>	<b>Themes in Memoir</b>
Summary	<p>In this unit, students will select a topic relevant to a whole-class memoir. Students will use teacher-provided materials to gather and summarize research on the topic, and then create an annotated bibliography that demonstrates their research. After completion of the frontloading assessment, students will read the class memoir, tracking the development of two or more themes. Throughout the text, students will engage in student facilitated conversations.</p>
Performance Indicators Assessed in Unit	<p><b>Standard 1: Reading Comprehension</b></p> <p><b>A.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>Standard 2: Reading Interpretation</b></p> <p><b>A.</b> Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain.</p> <p><b>Standard 4: Writing Informative and Narrative Texts</b></p> <p><b>A.</b> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</p> <p><b>B.</b> Develop the topic thoroughly by selecting the most significant and relevant</p>

	facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. <b>Standard 6: Writing Research</b> A. Collect relevant information from multiple print and digital sources.
<b>Unit 4</b>	<b>Analyzing Figurative Language</b>
Summary	Through this unit, students will learn how to identify and analyze similes, metaphors, hyperboles, and personification. After practicing with short texts, students will analyze the figurative language used in a song of their choice.
Performance Indicators Assessed in Unit	<b>Standard 1: Reading Comprehension</b> D. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.
<b>Unit 5</b>	<b>Delivering a Demonstrative Speech</b>
Summary	In this unit, students will identify the qualities of an effective demonstrative speech. After selecting a topic of their choice, they will put together a 3-5 minute demonstrative speech to deliver in front of the class.
Performance Indicators Assessed in Unit	<b>Standard 8: Speaking and Listening Presentation</b> B. Use appropriate organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal tasks. <b>Standard 4: Writing Informative Texts</b> A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. E. Use appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify the relationships among complex ideas and concepts, and build toward a particular outcome.

### Materials Needed in Class Every Day

- binder just for English with at least 5 dividers
- lined paper
- writing utensil
- book you’ll enjoy reading

### Course Success

In order to be successful in this class, and to support all students’ learning, you should:

- Bring all required materials to class every day
- Attend each day and actively participate in all class discussions and activities
- Be seated and working on Do Now activity when bell rings

- Do excellent work. All work should be done honestly, neatly, and with real effort
- Hand in work on time
- *You are responsible for asking a classmate or me what you missed when you are absent.* Complete all make-up work after an absence

### **Late Work Policy**

Work deadlines are part of the real world. Deadlines are important in this class, because assignments build in a carefully designed sequence. All work is expected to be turned in on time. Work that is turned in after the due date will receive 5 points less per each class day it is late. If you have an excused absence on the day something is due, you may turn it in with no penalty up to 3 class days later from the day on which you return to school.

This policy may be adjusted in cases of true emergency; however, you should be aware that my definition of true emergency is very narrow.

### **Summative Assessments Retake**

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an excused absence, that assessment will be graded up to 100.

### **Grading of Formative Assessments**

- Formative assessments will count as 20% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

## Accessing Support

Many students find they need extra help, particularly with writing. This may be obtained by:

- making a before or after school appointment with me
- requesting to be tagged for intervention period
- visiting the Hermon High Writing Center, opening soon!

## Behavior Expectations

Expectation	What This Looks Like in Room 104
<i>Be Connected</i>	
<i>Be Thoughtful</i>	
<i>Be Responsible</i>	

## Flow of Consequences

*What if you do?* Students can expect the following when they choose to be connected, thoughtful, and responsible:

1. 5 minutes social time
2. work while listening to music
3. positive phone call/postcard home
4. choose your own seat
5. 2<sup>nd</sup> chance (student gets another chance to redo an assignment)

*What if you don't?* Students can expect the following if they choose not to be connected, thoughtful, and responsible:

1. verbal reprimand
2. seat reassignment
3. conference with me
4. conference with parent
5. administrative referral

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*Cut here and return signed portion. Keep portion above in your English binder.*

I have read and understand the syllabus and all other information included with it.

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(Print Student Name)

(Student Signature)

(Date)

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(Print Parent Name)

(Parent Signature)

(Date)

Questions or Comments:

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