

## English 9 Honors Course Syllabus

In this year-long course, students in semester two of *English 9 Honors* apply grade appropriate skills to their study of language, literature, informational texts, writing, and speaking and listening to their roles as entering high school students and emerging adults. Students explore the questions, *Is knowledge the same as understanding? Is conflict necessary? How does communication change us?*, and *Do our differences define us?* by studying age-appropriate literature, as determined by critical research, pilot studies, and current educational use. Students read and improve their understanding of fiction and nonfiction, analyze literary themes, structures, and details, and use techniques of research and technology to produce and present oral and written compositions.

The *English 9 Honors* curriculum uses the works listed below for study because of their literary merit, as recognized by standard local, national, literary, and educational sources. Their study in the high school classroom, therefore, enables students to apply critical thinking processes to realistic issues encountered in the world and in widespread, contemporary culture, and to understand and appreciate mature literature in order to enrich and extend the experiences of their lives. We encourage parents and guardians to participate fully in their adolescents' education, to read along with them and to discuss literature together as they emerge into adulthood. Students focus on the development of the individual, writing formal and informal pieces, discussing texts within a community of learners, analyzing literature and informational text. Additionally, the course *English 9 Honors* helps develop a fluent and proficient reader through additional instruction in language acquisition and comprehension strategies. The daily instructional outcomes align to the Common Core State Standards for Reading, Writing, Language, and Speaking and Listening to prepare them for the end-of-year PARCC Assessment.

### Quarter 1: *Is knowledge the same as understanding?*

Basic Texts: Pearson *Common Core Literature*, *To Kill a Mockingbird*

Guiding Questions:

- What knowledge does a person have?
- What understanding grows from a person's knowledge?
- How does knowing about something differ from understanding it?

### Quarter 2: *Is conflict necessary?*

Basic Texts: Pearson *Common Core Literature*, *The Book Thief*

Guiding Questions:

- What conflicts exist in the text?
- How does conflict drive events?
- How does conflict affect people?
- How would circumstances change if conflicts did not exist?

Please return the form below to your English teacher.

I have reviewed the syllabus that describes the course *English 9 Honors* and I understand its goals, content, and expectations.

Student name: \_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_ date: \_\_\_\_\_

Comments: