

Metro Academic & Classical High School  
4015 McPherson Ave.  
St. Louis, MO 63108  
(314) 534-3894

Honors English 9  
ELIZABETH CHAMBERS, INSTRUCTOR  
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(2024-2025)

### Course Description:

The goal of this course is to teach and reinforce the communication skills that are essential for continued academic growth in future educational experiences. This will include an in-depth study of major literary genres (short story, fiction, nonfiction, drama, poetry) with particular focus on each text's historical context, themes, and literary elements. Students will participate in class discussions by listening and responding respectfully to their peers' perspectives and ideas. They will also focus on the writing process, a variety of writing styles, paragraph and essay organization, and revision. A major emphasis will be research writing and incorporating research information and textual support into the students' writing. To achieve these goals students will also study library and internet research, grammar, usage, mechanics, public speaking, and root word/vocabulary enrichment.

### Course Objectives:

1. Speak and write academic English (including grammar, usage, punctuation spelling, capitalization) formally and informally
2. Read and evaluate fiction, nonfiction, poetry, and drama
3. Write formally and informally
4. Plan and make written, oral and visual presentations for a variety of purposes and audiences, in the form of paragraphs, essays, journals, and creative writing
5. Review and revise communications to improve accuracy and clarity
6. Recognize and practice honesty and integrity in academic work
7. Exchange information, questions and ideas in class and small group discussions while recognizing the perspectives of others
8. Use primary and secondary sources as support in essays and projects; credit sources accurately

### Anticipated Topics:

**Quarter I: Being a Successful Student:** Academic integrity, avoiding plagiarism and cheating, study skills, proofreading and taking notes.

**Elements of Writing:** An overview of the **writing process**, including methods of prewriting, drafting, organization, writing a thesis statement, revising, and basic grammar review. An overview of the types of writing.

**Writing Better Sentences:** Improving sentence structure, developing writing style, combining sentences, sentence variety, concise writing, eliminating run-on sentences and redundancy.

**The Short Story/Writing about Literature:** Covering elements of fiction including protagonist/antagonist, tone, theme, narration, direct and indirect characterization, character analysis, point of view, setting, foreshadowing, flashback, dialect, connotation/denotation, irony, inferences, imagery, mood, allusion, plot development, symbolism.

**Independent Reading 1 (The Book Talk and Book Review):** An introduction to presentations, persuasive speech, and writing a critique.

### Quarter II:

**Of Mice and Men by John Steinbeck:** Focus on elements of fiction, themes such as poverty and oppression of the early 20<sup>th</sup> century, the marginalization of specific communities and the delusion of the American Dream during the Great Depression.

**A Raisin in the Sun by Lorraine Hansberry:** Focus on elements of drama, including plot, theme, character development, setting. Basic introductory research and citation skills

**Continued Writing about Literature:** Focus on author's style, syntax, tone, claim, allusion, ethos, logos, pathos, analogy, anecdote, argument, rhetoric, author's purpose, audience, supporting an argument with details and evidence.

**Poetry Out Loud Competition:** National poem performance competition in which Metro participates. Class and school-wide competition. See [www.poetryoutloud.org](http://www.poetryoutloud.org) for more information

**Additional Topics to Be Covered:** vocabulary skills (affixes, analogies, sentence completion, etymology, meaning in context), ACT/SAT test preparation.

### **Quarter III:**

**Significant Person Impact Paper:** Focus on fine tuning research skills. Conducting research, taking notes, outlining, incorporating sources, drafting, revising, MLA guidelines.

***Macbeth* by William Shakespeare:** Focus on conventions of drama, dramatic irony, satire, dialogue and characterization, Shakespeare, Elizabethan drama, sonnet, figurative language, tragedy/comedy, puns, foils, oxymoron, paradox, tone, metaphor, soliloquy, tragic flaw, irony, rhythm.

**Outside Reading 2 (Literature Circles):** Discussing literature with peers (cooperative learning) while strengthening students' reading comprehension, vocabulary, and communication skills; literary analysis, incorporating textual support, writing thesis statements about literature.

**Quarter IV: Advocacy/Student Action Research Project:** Focus on conducting research to learn more about local policies and advocate for changes in the community, using community, library, and internet sources, assessing the quality of sources, interviewing skills, paraphrasing and summarizing, ethical writing practices in order to prevent accidental plagiarism, peer and self evaluation/revision.

**Poetry:** Analyzing and understanding poetry, alliteration, assonance, consonance, enjambment, figurative language, imagery, simile, metaphor, onomatopoeia, introduction to scansion, personification, rhythm, diction, rhyme scheme, symbols, sound, oral tradition)

***The Poet X* by Elizabeth Acevedo (Alt Novel in Verse Literature Circles):** Focus on novel in verse (poetry), author's style, voice, sensory and poetic language, dialect, character development, setting, regionalism, realism, Bildungsroman

**Outside Reading 3 (Creative Project):** Soundtrack, scrapbook, journals, letters, creative writing.

In addition to this timeline, we will cover grammar and mechanics, writing skills (narrative, expository, persuasive, descriptive, and significant opportunities to write about literature), vocabulary and etymology, study skills, time management, critical thinking, public speaking, small group and independent projects, research skills, creative writing, standardized test preparation, etc. We will typically read at least one focus text as a group and one independent selection each quarter, in addition to other smaller works (short stories, essays, poetry).

### **Assessment:**

Assessment of this class is based on a **cumulative point system**. All work is assigned points depending upon its value. The total number of points a student earns will be divided by the points possible to determine the grade (average). All averages for the 5<sup>th</sup>, 10<sup>th</sup>, 15<sup>th</sup>, and 20<sup>th</sup> week grade reports are determined by this method. The semester grade is a cumulative of points for the whole semester. As per Metro policy, letter grades will be given as follows:

90%-100%	= A
80%-89%	= B
70%-79%	= C
69% ↓	= F

More specific forms of assessment include writing portfolios, quizzes and tests, formal and informal presentations, in class activities and homework assignments. Students will receive clearly worded rubrics and scoring guides for all major assignments and assessment focuses for all written assignments. Extra credit opportunities are typically given in each 10 week period (usually up to 20 points) and coincide with the end of units.

**Participation:** Students are expected to participate in discussion and activities each class period. They are expected to come to class prepared, to cooperate with their peers and instructors, and to complete assignments on time.

**Honors English 9 Notebook:** Students will need a three ring binder or other three sectioned notebook or folder for class. These notebooks will be collected at least once each quarter for assessment on organization, completeness, and quality of work. Students are responsible for maintaining notebook between assessments. The notebook should be organized in the following way (**in this order**):

- 1. Journal:** Students will write in class journal entries throughout the year. These entries will be based on in-class activities, reading assignments, exploration as writers, etc.
- 2. Vocabulary:** In order to learn and use new words the students will keep track of the also keep an ever-growing list of Latin and Greek roots and English words derived from them. Quizzes will occur every 3-5 class periods over these words.
- 3. Notes/Activities:** In this section, students will keep handouts, notes from class, and in-class activities.

**Resources:** assorted resources including novels, essays, movies, newspaper and magazine articles, various handouts, ACT and SAT practice activities

## **CLASSROOM PROCEDURES:**

### **Attendance:**

Students are expected to attend each class **on time** when they are in the building! Make up exams and quizzes will only be given for students with excused absences. Unexcused absences on test/quiz/major assessment days will result in a zero for that grade. Making up exams is the responsibility of the absent student; making up exams must be scheduled in a timely manner (typically within a day or two of the absence, but I realize it could be longer depending on the days a student has been out). If you are not feeling well please stay home and send an email informing your teachers of your absence. **It is the student's responsibility to inquire about assignments, quizzes, and tests missed due to absence.**

### **Tardiness:**

Tardiness means that the student is not in their seat when they are expected to be. Unexcused tardies are taken **seriously** and may result in the loss of points. For example, if a student has an unexcused tardy for a quiz or warm up activity, the student may not be allowed to make the quiz up. Students who are excessively tardy will be referred to the office.

### **Cell Phones:**

While cell phones are not prohibited in the classroom, there are certain rules that must be followed. In normal classroom procedures, **cell phones should not be out or utilized**. Playing games, texting, listening to music, or using social media is prohibited. However, with the instructor's permission, some cell phone usage is acceptable during class. If a student has been asked to put a cell phone away and they do not comply, the cell phone will be confiscated and returned at the end of the school day or given to the administration for a parent meeting. For example, looking up a definition or doing quick research during class discussion is usually acceptable. Specifically for exams and major assessments, students should keep cell phones off and stored in their bags or given to the instructor for safe keeping. **Any student caught with a cell phone on during a test (or any time the class has been instructed to have phones stored away) will receive an automatic zero on that assessment/activity.**

**Similarly, air pods or bluetooth devices are prohibited in class. Students are not allowed to have air pods in their ears during class. Continuing to disregard this rule will result in referral to the office.**

### **Homework:**

I expect homework to be in on time (the beginning of class the day it is due). Assignments will be accepted late at a 10% penalty for each late day (including the day the assignment is due. For example, if an assignment is turned in after class, it will still garner a 10% penalty). After one week, late assignments may not be accepted at all. I am usually comfortable giving students additional time to work on assignments when the students talk to me before the due date. Please let me know if you are having problems or need help on an assignment! **Homework assignments, handouts, rubrics, and supplementary materials can be found on TEAMS.**

### **A Note about Plagiarism/Cheating:**

To plagiarize is "[to] steal and pass off the ideas and words of another as one's own, to use a created production without crediting the source, to commit literary theft" (Van Brammer, "What Is Plagiarism" 1995). It is imperative to understand what constitutes plagiarism early on to avoid the severe consequences. If in doubt about a specific or general situation, do not hesitate to ask for assistance or advice on how to properly credit sources.

### **Metro's Policy on Academic Integrity:**

Metro has extremely high regard for academic integrity and, as such, has zero tolerance for any and all forms of academic dishonesty. Academic dishonesty includes but is not limited to, all forms of cheating on any assessments, essays, or assignments (copying, taking pictures, group chats with answers, etc.), plagiarism, and any other unethical academic behavior. Any student in violation will receive no credit (zero/F letter grade), a family meeting will be scheduled, and a notation of the violation will be in the student's school record.

The use of artificial intelligence (AI) tools, such as Chat GPT, has the potential for misuse and often borders on plagiarism. At Metro, we utilize Turnitin to disrupt plagiarism and ensure the integrity of ALL student work. If it is deemed that a student has used any AI tool to complete an assignment, the student will receive no credit (zero/F letter grade), a family meeting will be scheduled, as well as a notation of the violation in the student's school record.

Any academic dishonesty violation will affect recommendations written by the school for any student applying for post-secondary institutions, scholarships, and other educational programs.

## **SLPS 2024-2025 Student Code of Conduct Handbook**

### **Guidelines for Artificial Intelligence (AI) Use:**

AI can enhance student learning experiences and support the achievement of learning objectives. Student use of AI tools will have a focus on using them to take ownership of their learning and development. We value student agency in SLPS and seek to foster a collaborative learning environment with the use of technology and technology tools and applications.

AI tools will only complement, not replace, human instruction and support. As such, the use of generative AI tools (e.g., ChatGPT, Dall-e, etc.) is permitted in St. Louis Public Schools for the following activities:

- Brainstorming and refining ideas;
- Fine tuning research questions;
- Finding information on a topic;
- Drafting an outline to organize thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a formal class assignment/project.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool, and clearly defined by the instructor which components may use such technology.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

Students are responsible for the information submitted based on an AI query. Student use of AI tools must be properly documented and cited. Any assignment that is found to have used generative AI tools in unauthorized ways will be subject to disciplinary actions, including but not limited to assignment resubmission, assignment failure, or course failure. If in doubt about permitted usage, please ask for instructor clarification.

Teachers play a critical role in facilitating meaningful interactions and providing individualized support to students using AI tools and must adhere to all district policies and regulations regarding the collection, storage, and use of student data when using AI tools. Protecting student privacy is paramount in use of technology.

Source: Adapted from Center for the Advancement of Teaching;  
<https://teaching.temple.edu/sites/teaching/files/resource/pdf/Chat-GPT%20syllabus%20statement%20guidance.pdf>

**Chambers Honors English 9 Reading List** For independent reading assignments, I will expect you to select a book from this list. If you would like to choose a book that is not listed here, please check with me first—if I have read it, I am usually okay with other books. Each book’s lexile measure is indicated in parentheses. Consider choosing a book just past your lexile range for a more challenging read.

- *With the Fire on High*, **Elizabeth Acevedo** (810)
- *Children of Blood and Bone*, **Tomi Adeyemi** (670)
- *The Absolutely True Diary of a Part-Time Indian*, **Sherman Alexie** (600)
- *The Five People You Meet in Heaven* (780), *Tuesdays with Morrie*, (830) **Mitch Albom**
- *How the Garcia Girls Lost Their Accents* (950), *In the Time of the Butterflies* (910), **Julia Alvarez**
- *Bless Me, Ultima*, **Rudolpho Anaya** (840)
- *Speak*, **Laurie Halse Anderson** (890)
- *Pride and Prejudice*, **Jane Austen** (1100)
- *A Man Called Ove*, **Fredrik Backman** (870)
- *Sing Me to Sleep*, **Gabi Burton** (NA)
- *The House on Mango Street*, **Sandra Cisneros** (870)
- *The Alchemist*, **Paulo Coelho** (910)
- *All the Light We Cannot See*, **Anthony Doerr** (880)
- *Like Water for Chocolate*, **Laura Esquivel** (1030)
- *Diary of a Young Girl*, **Anne Frank** (1080)
- *Stardust* (970), *Neverwhere* (760), *The Ocean at the End of the Lane*, **Neil Gaiman** (NA)
- *The Cellist of Sarajevo*, **Steven Galloway** (NA)
- *Memoirs of a Geisha*, **Arthur Golden** (1000)
- *Lord of the Flies*, **William Golding** (770)
- *Bronx Masquerade*, **Nikki Grimes** (670)
- *The Curious Incident of the Dog in the Night-Time*, **Mark Haddon** (1180)
- *Siddhartha*, **Hermann Hesse** (1010)
- *The Kite Runner*, **Khaled Hosseini** (840)
- *Farewell to Manzanar*, **Jeanne Wakatsuki Houston and James D. Houston** (1040)
- *Five Flavors of Dumb*, **Antony John** (890)
- *The Secret Life of Bees*, **Sue Monk Kidd** (840)
- *The Bean Trees*, **Barbara Kingsolver** (900)
- *Shoeless Joe* (1020), *The Iowa Baseball Confederacy*, **W. P. Kinsella**
- *The House in the Cerulean Sea*, **T.J. Klune** (620)
- *A Separate Peace*, **John Knowles** (1110)
- *We Were Liars*, **E. Lockhart** (600)
- *I’m Glad My Mom Died*, **Jennette McCurdy** (NA)
- *One of Us Is Lying*, **Karen M McManus** (780)
- *Life of Pi*, **Yan Martel** (830)
- *Fallen Angels* (650), *Monster* (670), **Walter Dean Myers**
- *Born a Crime*, **Trevor Noah** (780)
- *1984*, **George Orwell** (1090)
- *Where the Crawdads Sing*, **Delia Owens** (880)
- *The Icarus Girl*, **Helen Oyeyemi** (NA)
- *A Long Walk to Water*, **Linda Sue Park** (720)
- *The Chosen*, **Chaim Potok** (970)
- *Such a Fun Age*, **Kiley Reid** (NA)
- *All American Boys*, **Jason Reynolds and Brendan Kiely**(770)
- *Long Way Down*, **Jason Reynolds** (720)
- *Aristotle and Dante Discover the Secrets of the Universe*, **Benjamin Alire Sáenz** (380)
- *The Catcher in the Rye*, **J.D. Salinger** (790)
- *I Am Not Your Perfect Mexican Daughter*, **Erika Sanchez** (730)
- *Salt to the Sea*, **Ruta Sepetys** (560)
- *They Both Die at the End*, **Adam Silvera** (870)
- *Coffee Will Make You Black*, **April Sinclair** (NA)
- *The Immortal Life of Henrietta Lacks*, **Rebecca Skloot** (1140)
- *A Tree Grows in Brooklyn*, **Betty Smith** (810)
- *Maus I/II*, **Art Spiegelman** (NA)
- *The Art of Racing in the Rain*, **Garth Stein** (850)
- *Just Mercy*, **Bryan Stevenson** (1130)
- *Dear Martin*, **Nic Stone** (720)
- *The Joy Luck Club* (930), *The Kitchen God’s Wife*, (810) *The Bonesetter’s Daughter* (800), **Amy Tan**
- *Roll of Thunder, Hear My Cry*, **Mildred Taylor** (920)
- *The Hate U Give*, **Angie Thomas** (590)
- *First They Killed My Father: A Daughter of Cambodia Remembers*, **Loung Ung** (920)
- *Slaughterhouse Five*, **Kurt Vonnegut** (850)
- *The Glass Castle*, **Jeanette Walls** (1010)
- *Night*, **Elie Weisel** (570)
- *Educated*, **Tara Westover** (NA)
- *Fences*, August Wilson (NA), *The Piano Lesson* (NA), **August Wilson**
- *The Sun is Also a Star*, **Nicola Yoon** (650)
- *I Am Malala*, **Malala Yousafzai and Christina Lamb** (1000)
- *Crying in H Mart*, **Michelle Zauner** (NA)
- *Pride*, **Ibi Zoboi** (760)
- *The Book Thief*, **Markus Zusak** (730)

# Honors English 9 Semester 1

**Bottom portion due back August 26 (A day) and August 27(B day)**

Elizabeth Chambers  
Metro High School  
(314) 534-3894  
elizabeth.chambers@slps.org  
August 19, 2024

Dear Parents/Caregivers,

Please read and discuss these policies with your children, then sign and return this portion of the course outline. I strongly encourage you to also look through the book list and help your children choose appropriate books for the independent reading assignments.

Feel free to contact me at Metro (314) 534-3894 or elizabeth.chambers@slps.org and to look up assignments/handouts on my website: [www.slps.org/echambers](http://www.slps.org/echambers)

I look forward to working with you and your children this semester. **Please include your e-mail address if this is a convenient means of communication.**

Thank you,

Elizabeth Chambers

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**I have read this course outline and I understand that I am responsible for following the requirements and policies listed above. I also understand that I should contact Mrs. Chambers for assistance if I have any problems with requirements, assignments, class design, or academic integrity.**

\_\_\_\_\_ Student Name **(PRINT)**

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

\_\_\_\_\_ Parent/Caregiver Name **(PRINT)**

\_\_\_\_\_ Parent/Caregiver Signature

\_\_\_\_\_ Parent/Caregiver Phone Number(s):

\_\_\_\_\_ Parent/Caregiver E-mail Address(es)

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