



**Read. Write. Repeat.**

**Literacy Matters!**

This class is designed for students with advanced communication skills who willingly read a great deal and do not avoid difficult material. Successful honors students also enjoy and excel at writing and research and are presumably performing above grade-level in previous English courses. Honors English students will be doing a substantial amount of reading *on their own time*. The reading assignments are not only more complex than those in a traditional class, but they also come with an equally specific reading schedule. Neither absence from class nor an especially busy schedule will excuse the reading or extend the deadline for having it done. Those who ignore the reading will struggle with all other aspects of the class. While they may not always find the readings captivating, students need to focus diligently and give all assigned texts their thoughtful attention. **Parents should see students reading at home on a regular basis** (the actual novels and texts, not just Spark Notes and Internet commentaries). Honors writing assignments require more thoughtful consideration of material, synthesis of multiple texts, and a higher quality finished product. It is important that students participate, question, and share ideas both in writing and aloud. Assessments will require students to write multiple essays on topics from all subject areas. **Students in this class will practice writing every day.**

**Attendance Matters**

**Regular attendance is crucial for success in Honors English. Absence from class (even “excused” absence) does not excuse assignments or extend deadlines.**

- ✓ *During this class, please do not leave for appointments, lunch dates, other classes, shopping trips, etc.*
- ✓ *Athletes, cheerleaders, student officers, or those taking off-campus classes should NOT take this class during a period they will miss to attend sporting events and/or extracurricular activities.*
- ✓ *Excessive absence or tardiness will result in loss of citizenship credit.*

**Academic Behaviors/Citizenship**

**Students are expected to come to class ready to learn. Failure to engage in these academic behaviors will result in loss of citizenship credit.**

- ✓ Attend class every day, and be in assigned seat at the tardy bell.
- ✓ Remain in class until the final bell. *Do not line up by the door before the final bell rings.*
- ✓ Be prepared with pen/pencil, notebook, paper, reading book, and completed homework.
- ✓ Pay attention, follow instructions, and stay on task. *Do not put away materials until the final bell.*
- ✓ Complete and turn in assignments (including assigned reading and homework) on time.
  - Note: Late work is a citizenship issue. More than one late assignment will negatively impact a student's citizenship grade.
- ✓ Abide by the Classroom Policy (see below).

**Lost citizenship credit may be made up only if the student meets with me at least one week before the end of the term, discontinues the problem behavior, and completes make-up requirements.**

**Class Supplies**

*These must be brought to class every day!*

- ☺ **English Notebook**
- ✓ Hardcover 3-ring binder (1½”)
- ✓ Five (5) section divider tabs
- ✓ Writing Paper (with lines)
- ✓ *This notebook is only for English, and the entire thing will be turned in periodically. Don't put material from other classes in the English Notebook.*
- ☺ Blue or Black Pen
- ☺ Reading Book
- ☺ Homework (completed)

***The Slim Black Volume***

*Collections 9* (Houghton Mifflin Harcourt)  
We have a class set for school use, and the online text is available for home use.

**Classroom Policy: Personal Responsibility**

Students are responsible for their own work, their own behavior, and their own interactions with others. This requires three things:

***Respect, Cooperation, and Honesty***

*Students are expected to exhibit these qualities.*

**Cheating:** Any attempt to earn academic credit without engaging in the intended learning process is cheating. Examples include but are not limited to copying another's work, allowing another to copy your work, plagiarism (submitting writing, electronically or printed, that has been copied from any other source), and using book summaries like Cliff's Notes and Shmoop instead of reading the original texts of assigned books. Cheaters will receive a “U” in citizenship for the term and lose all credit for the assignment in question. *Please do not cheat!*

**Life's Great Equations**

Freedom = Responsibility

Choice = Consequence

With Freedom comes Responsibility, and with Choice comes Consequence. Those who accept responsibility for their freedom and accept the consequences of their choices will succeed in this class.

## Homework/Reading

Students will sometimes have homework. The amount depends on what we are working on in class, how much the student finishes during class, and whether or not s/he has procrastinated on a long-term task. *Students who do not turn in homework on time will be assigned to Intervention and/or Lunch & Learn to complete the assignments. Reading is always an assignment!* Even if no written homework is due, students always have an independent reading assignment to complete on their own time.

## Grading

- √ Grades are calculated as a percentage of possible points.
- √ Points are assigned based on evidence of learning, *not* just completion. (quality of writing, participation, and test scores = evidence of learning)
- √ *A student's objective should be LEARNING, not grades – but I am required to assign grades; therefore, I will try to make grades in this class reflect LEARNING. If a student does not turn in assignments, I have no evidence of learning and therefore cannot issue a passing grade.*

### **Grade Scale**

A = 95-100%	C = 74-76%
A- = 91-94%	C- = 70-73%
B+ = 88-90%	D+ = 67-69%
B = 84-87%	D = 64-66%
B- = 80-83%	D- = 60-63%
C+ = 77-79%	F = below 60%

## Resources

### **Book List**

Honors classes may study these books:

- Night* by Elie Wiesel
- Jane Eyre* by Charlotte Bronte
- A Tale of Two Cities* by Charles Dickens
- Great Expectations* by Charles Dickens
- Romeo and Juliet* by Shakespeare
- Animal Farm* by George Orwell
- Fahrenheit 451* by Ray Bradbury
- Anthem* by Ayn Rand
- A Separate Peace* by John Knowles
- The Pigman* by Paul Zindel
- The Yearling* by Marjorie Rawlings
- Moby Dick* by Herman Melville\*
- To Kill a Mockingbird* by Harper Lee
- Mythology* by Edith Hamilton
- The Odyssey* by Homer
- Spoon River Anthology* by E.L. Masters
- Stargirl* by Jerry Spinelli
- Collections by Ray Bradbury: *Dandelion*  
*Wine, Martian Chronicles, The*  
*Illustrated Man, Something Wicked This*  
*Way Comes*, possibly others
- Walk Two Moons* by Sharon Creech
- You Are NOT Special* by David McCullough

\*Just seein' who's payin' attention!

### Classroom Website

[wolfmanenglishteacher.com](http://wolfmanenglishteacher.com)

### Utah Compose

[utahcompose.com](http://utahcompose.com)

### Online Text

<https://my.hrw.com/>

### Wikispaces

[thompson-9th-2018.wikispaces.com](http://thompson-9th-2018.wikispaces.com)

### **Movie List**

These movies (or short clips) may be viewed in class if time permits:

- Meet the Olympians*
- Shakespeare Biography*
- Shakespeare: District Video Clips*
- The Odyssey*
- Romeo and Juliet*
- Taming of the Shrew*
- The Cask of Amontillado*
- Terror of the Soul: Poe Biography*
- Various short literature-based films and (G-rated) video clips

## Extra Credit

Extra credit may be offered only to students who have completed all the regular class work. It is the student's responsibility to get and complete missing work *before* requesting extra credit and to do so far enough in advance that there is time to complete the extra credit assignment. Extra credit will require students to use and show understanding of skills learned in class, i.e., there will always be reading and writing involved, and credit will be given based on the quality of the work. Extra credit will never account for more than about two percent (2%) of a grade, so there should not be an expectation that last-minute extra points will significantly change a final grade.

**Classroom Website: <http://wolfmanenglishteacher.com>**

This resource is the best way for students and parents to keep track of what is happening in class.

**E-mail: [mrthompson@dsdmail.net](mailto:mrthompson@dsdmail.net)**

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## Honors English Course Description

### *Caveat Discipulus\**

Students who are not highly self-motivated and persistent should not take 9<sup>th</sup> Grade Honors English. This course covers more complex material at a much faster pace than a traditional English class. In order to participate in the class discussions, students must complete daily informational and literary reading assignments *on their own time*. There is no way to “make up” these reading assignments. In-class discussions and activities will proceed as scheduled, so students who are not willing or able to complete the assigned reading *on time* will not be successful. *Please consider reading expectations carefully before registering for this course.* Honors English will focus heavily on argumentative writing. Students will complete daily writing assignments in class as well as formal term papers each quarter. Students will post their writing in a variety of online environments, and peer review will play a significant role in the writing process. Grading is based on total percentage of points earned, but simply completing the assignments does not guarantee a good grade: Thoughtful, complete, on-time, honors-caliber work is required. Students who are more concerned about grades than about challenging themselves should not take this class. Excellent citizenship is expected, as there will be many class discussions that require respectful attention to classmates and teachers. Consistent attendance is a must, as missed class discussions cannot be made up. Besides the abundant above-grade-level reading and writing challenges, students in this course will learn the conventions of Standard English grammar and usage, build vocabulary through systematic word study, and understand the nuances of figurative language via more advanced and faster-paced analysis and synthesis. Greater emphasis will be placed on critical thinking, research as evidence to warrant written claims (argumentation), and synthesis of ideas. In order to increase oral communication skills, students will present work to the class individually and in small groups. Honors English is profoundly challenging even for the brightest students, but those who are academically engaged and willing to participate will find it extremely rewarding.

#### School Statement Regarding Honors Courses

It is a privilege to be in an honors class. Space is limited, and students are selected based not only on desire but on proven aptitudes and abilities. All the students registered for honors courses are intellectually capable of succeeding in them, but intellectual capability is only part of what makes an *honorable* person. A student must work diligently and take the challenge of an honors class seriously in order to remain in the class. In order to maintain the necessary rigor, minimum academic and behavioral standards are required of all students. Failure to live up to these standards will provide justification to transfer a student into a traditional class.

#### Minimum Performance Standards for Honors Classes

- Attendance: **90%** or better (including excused absences)
- Assignment Completion Rate: **90%** or better
- Projects/Major Assignments (e.g., term papers, History Fair, DBQs): **100%**
- Citizenship: Satisfactory (**S**) or better (**G, H**) in the honors class *and* administrative (i.e., no serious behavior issues within the school)
- Attitude: Students must illustrate high interest and a desire to be challenged.
- Academic Grade: **B- or better** in the honors class
- Term/Semester Test Score: **80% or better**

*\*Let the Student Beware*

# District Statement Regarding Honors Readiness

## Junior High Honors Courses Indicators for Student Success

Please thoughtfully consider the following criteria as you are making a decision about whether or not junior high honors level courses will provide the most appropriate learning environment. A student should:

1. Typically be performing at **85% or above** on the **Criterion Referenced Test (CRT)** in a specific subject area before considering enrolling in an honors level course in that subject area.
2. Typically be performing in the **80<sup>th</sup> percentile or above** on the **Iowa Test of Basic Skills (ITBS)** in a specific subject area before considering enrolling in an honors level course in that subject area (currently, the ITBS is no longer administered, but past scores can be used as a guide).
3. Consistently earn an **"A" or "B" (or a "3" for 6<sup>th</sup> graders)** for the subject in which they desire to take an honors course.
4. Have a **high level of interest** and **strong desire to be challenged** in the subject in which they would like to take an honors course.
5. Consistently exhibit most of the following characteristics:

### Learning/Intellectual Characteristics:

- Enjoys tasks that are more challenging than average
- Has a ready grasp of underlying principles and can quickly make valid generalization about events, people, and things
- Tries to understand complicated material by separating it into its respective parts; reasons things out
- Analyzes problems and considers alternatives
- Enjoys complex concepts and processes

### Motivational/Affective Characteristics:

- Becomes absorbed and truly involved in certain topics or problems
- Needs little external motivation to follow through in work completion
- Often requires little direction from teachers
- Is highly self-motivated and persistent
- Has high expectations of self and others

When deciding whether or not to enroll a student in a particular subject area honors course, please consider the following subject specific characteristics:

### Math/Science:

- Is interested in numerical analysis
- Has a good memory for storing main features of problem and solutions
- Reasons effectively and efficiently
- Organizes data and experiments to discover patterns or relationships
- Is flexible in solving problems

### Social Studies/Language Arts:

- Has advanced vocabulary for age or grade level
- Reads a great deal; does not avoid difficult material
- Enjoys language/verbal or written communication; has advanced communication skills
- Organizes ideas and sequences in preparation for speaking and writing
- Likes study and research in areas of interest