

# English I

## C. P.



**Mrs. D. Sipple Rm. 272**

***“A rose by any other name smells as sweet”***

### **Introduction:**

Since I have been teaching English for over 16 years, I have found teaching ninth graders the most challenging and most rewarding grade level to work with. I have been at A. I. duPont High School for 5 years, and everyday is a unique learning experience. In the past, I taught English at the Positive Learning Center (now The Community School) for 9 years. For a few years, I worked at Stanton Middle School, Springer Junior High School, Delaware Elwyn Institute’s Adult Education Program and various schools as a Substitute Teacher.

While teaching at the Positive Learning Center, I worked with at-risk students, whom oftentimes may have put their educational progress on the “back-burner”, but I presented them with a rigorous academic program, which allowed many of them to successfully pass the DSTP (Delaware State Testing Program). I was a Test Coordinator for the Positive Learning Center, and I was voted “Teacher of the Year” for the building. I also competed as a District Finalist for Teacher of Year 2000.

During my time at A. I. duPont High School, I taught 11<sup>th</sup> grade English Academic, and among the favorite selections read in this course was William Shakespeare’s “Hamlet”. Although, teaching 11<sup>th</sup> grade was a very rewarding experience, I enjoy the 9<sup>th</sup> graders in a more distinctive manner. I have also taught DSTP English here at A. I. to assist students in preparing for the state tests.

Finally, I have been teaching the English 9<sup>th</sup> Academic course for the past four years and I am thoroughly enjoying it, especially when students are engaged in reading the play by William Shakespeare, “Romeo and Juliet”, which is depicted in the picture above. If you would like more information, you may reach me at my e-mail address:  
[debra.sipple@redclay.k12.de.us](mailto:debra.sipple@redclay.k12.de.us).

## **English I- College Preparatory Course**

The ninth grade English program is the beginning of a four-year sequence. At the ninth grade level students review the basics of grammar, punctuation, spelling, and sentence structure. The paragraph is used as the basic model of instruction for the elements of effective composition: unity, coherence, and organization.

Students are introduced to the use of the high school library resources through reference assignments. The student will produce a mini-research paper as a final result.

### **A Focus on Literature and Genre:**

What makes the English I-College Preparatory course unique is the emphasis in literature, which is the study of various “genre”, especially the short story, the novel, and the drama.

Public speaking is introduced through the demonstration speech.

A program of systematic vocabulary study, which continues through the four academic years, begins with 9<sup>th</sup> grade.

### **Major Course Goals:**

Upon the completion of this course, students should be able to:

1. Demonstrate increasingly mature use of sentence patterns.
2. Demonstrate writing a well-developed paragraph according to several patterns.
3. Demonstrate effective use of library sources, especially the OPAC and UdLib/Search, and other computer on-line sources.
4. Understand the components of, and to complete a mini-research paper.
5. Analyze the short story, novel, and drama forms
6. Understand the components of the short story such as exposition, climax, conflict, and resolution.
7. Analyze character development for various forms of literature.
8. Respond effectively to literature through discussion.

9. Present material orally in a variety of formal and informal situations
10. Utilize new vocabulary in a variety of situations

## **Grading:**

Evaluation is an on-going process. Students will be graded based on the following areas: daily class work, homework, quizzes (announced and unannounced), tests, and projects.

- ✚ Grading percentages coincide with the RCCSD grading policy:
- ✚ A =100 to 93, B=92 to 85, C=84 to 77, D= 76 to 70, and F=69 and below
- ✚ The final grade is determined by the average of the four marking periods (20% each) mid-term (10%), and the final exam (10%).
- ✚ A student must pass with a final .75 % average to earn credit for the year.
- ✚ If a student receives three F's in any of the five elements, he or she is not passed for the year.
- ✚ Completion of literature tests with 70% and above.
- ✚ Completion of 4 major projects for the year: Romeo and Juliet, April Morning, Short Story Project, and Final Spring Project.
- ✚ Completion of 3 major written assignments: Research paper, Demonstration speech, and Character analysis writing

## **Student Expectations:**

- Attend all classes on time.
- Be prepared upon entering the classroom by bringing required material daily.
- Be attentive and conscientious (Always try to get proper rest at home and not in class).
- After an excused absence, work must be made up by the next class period.
- The student is responsible for seeking make-up work.
- If an absence is unexcused, credit will not be given for work due on that date. (Refer to Student Code of Conduct booklet).
- Late assignments will rarely, if ever accepted. (Refer to the Parent Accountability Document).

- Abide by the classroom rules, as well as the Student Code of Conduct and RCCSD Student Behavior Standards.

**School Supplies:**

- ❖ Spiral or three ring binder (separate for English only)
- ❖ Composition notebook (for journal writing and essays)
- ❖ Blue/black pen for formal writing; red ink pen for peer editing (pencil may be used for rough drafts and grammar work).

**Parental Role:**

- ❖ *Parents are asked to encourage the student to perform to best of his or her ability.*
- ❖ *Parents should provide a supportive and nurturing environment, which will ameliorate a productive educational experience for the student.*
- ❖ *Parents can assist students in the purchase of school supplies and encourage students to be organized and prepared for this course.*
- ❖ *We invite parents to become active members of the learning process, because as parents assist us, we can better assist students to meet educational needs and to obtain goals.*

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**We acknowledge the receipt of the English I – CP Syllabus from Mrs. Sipple:**

**Student's Signature:** \_\_\_\_\_

**Parent's Signature:** \_\_\_\_\_

**Today's Date:** \_\_\_\_\_