



English 9 2016-2017

Mrs Hartman

Room 001

shartma2@lps.org

Website: wp.lps.org/svaggal

Course Description:

English 9 is an odyssey through literacy, exploring your abilities to read, write, and think in new and exciting ways. Throughout this course, you will develop reading comprehension strategies, gain a strong foundation in writing and rhetoric, globalize multiple perspectives, and learn to be critical thinkers in the classroom and your community. On a daily basis, students will be asked to read, connect, and express their ideas reinforcing these skills.

"One must always be careful of books and what is inside them, for words have the power to change us." Cassandra Clare, Author of The Mortal Instruments



Unplanned topics may arise during a class that may be considered controversial (i.e. discussion of current events). As the teacher, I will proceed with addressing the topics, helping students analyze issues with open minds, investigate and consider various positions, weigh alternative viewpoints, organize and present arguments and draw intelligent conclusions.

Course Objectives:

Reading Objectives

Student will:

- Answer literal, inferential, and critical thinking questions about a variety of media and genres (fiction, non-fiction, drama, poetry) when presented with grade-level texts from multiple cultures and perspectives.
- Identify a variety of elements of fiction, including setting, character, conflict, basic situation, complications, climax, resolution, point of view and figurative language when presented with grade-level texts from multiple cultures and perspectives.
- Identify the elements of fiction and use the elements of fiction to construct a proficient theme statement.
- Analyze credibility of sources, assess the usefulness of evidence presented in support of the research question, and recognize bias.
- Write a proficient summary of a grade-level text.
- Increase their vocabulary knowledge and demonstrate that knowledge through reading comprehension and by applying new words in their writing.
- Trace the development of a character, citing evidence from the text to support their assertions.



Writing Objectives

Students will:

- Write a proficient summary of a grade-level text.
- Increase their vocabulary knowledge and demonstrate that knowledge through reading comprehension and by applying new words in their writing.
- Trace the development of a character, citing evidence from the text to support their assertions.
 - Practice and compose a narrative essay that includes sufficient details, logical sequence of events, and a variety of narrative techniques (contextualization, dialogue, pacing, reflection, description).
 - Practice and compose an expository essay that introduces topics; organizes complex ideas around a thesis statement; incorporates compelling logic, reasoning, and evidence; and controls the structure and a wide range of stylistic elements appropriate for exposition (point of view, word choice, syntax, tone, figurative language, or figures of speech).





- Use the writing process to develop and strengthen their writing.
- Collect a variety of credible sources; analyze, synthesize, and cite information in correct MLA format (in-text) in the research process; and demonstrate these skills in a research paper with a proper works cited page.

Language Objectives

Students will:

- Use correct spelling, grammar, punctuation, and other standard conventions consistently, and a variety of sentence structures appropriate for grade level.
- Use correct mechanics (spelling, capitalization, grammar, punctuation).
- Use correct usage (Subject-verb agreement)
- Use effective style.

Speaking/Listening Objectives

Students will:

- Participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners in grade 9 topics, texts, and issues; present themselves as ethical and credible speakers (ethos); demonstrate logical, reasoned, organized appeals (logos); understand the audience's emotions and needs and adapt accordingly (pathos); and demonstrate comprehensive listening.

Critical Thinking Objectives

Students will:

- Demonstrate an understanding and use of both lower and higher order thinking skills.
- Demonstrate an ability to analyze and synthesize various pieces of information into a whole.
- Demonstrate an understanding of the human condition based on the focus of the course.
- Evaluate their own and others' work.
- Analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text.



Course Outline:

Unit 1: Critical Literacy and the World around Us

Major Topics: *Overall, this unit will help students understand how to think and engage in school curriculum in more meaningful ways. Students will explore the foundation of what it means to be a critical reading and overall thinker. Exploring various poems and articles, students will focus on the following inquiries to understand and create text-self-other connections:*



- *Learn the Why?*
- *I wonder?*
- *How can I help?*

Unit 2: Storytelling and the Power of Influence

Major Topics: *Students will learn the foundation of storytelling by exploring the elements of fiction and literary devices. Students will read multiple short stories and complete various formative and summative assessments. During this unit, students will complete various writing benchmark assignments including a personal narrative and argument essay. Students will analyze themes such as courage, integrity, fear, kindness, and other powerful influences in our society.*

Unit 3: The Odyssey (DCA)

Major Topics: *"The Odyssey is a tale about the adventures of life, the challenges every human faces, and the ways we are influenced by others. The characters are forged by their experiences, both good and bad. How these characters are affected by these challenges helps us gain a greater understanding of ourselves and the world around us. With this in mind, students will complete the DCA argument essay answering the question: What makes a hero?"*



Unit 4: *First They Killed My Father* By Loung Ung

Summary: "One of seven children of a high-ranking government official, Loung Ung lived a privileged life

in the Cambodian capital of Phnom Penh until the age of five. Then, in April 1975, Pol Pot's Khmer Rouge army stormed into the city, forcing Ung's family to flee and, eventually, to disperse. Loung was trained as a child soldier in a work camp for orphans, her siblings were sent to labor camps, and those who survived the horrors would not be reunited until the Khmer Rouge was destroyed. Harrowing yet hopeful, Loung's powerful story is an unforgettable account of a family shaken and shattered, yet miraculously sustained by courage and love in the face of unspeakable brutality."

Major Topics: Students will analyze Ung's memoir surrounded in an empathetic environment allowing students to value diversity and build their global citizenship. This unit will challenge students as they think critically about topics and ideas that might be foreign to them, as well as enhance skills in speaking, writing, and creativity.

Unit 5: Personal Reading (On-going)

Students will select a novel to read throughout the course of the semester and complete guided Assessments. Each week, students will have personal reading time in class. Students should have a book or something to read at all times.



Course Materials:

- Binder + Tabs to create multiple sections of specified work habits
- Notebook
- Writing Utensil
- Highlighter
- Loose-leaf paper



Assessments:

Formative assessments, which make up 20% of the student's overall grade, can be thought of as the activities correlated with the day-to-day learning process.

For example, some formative assessments may include, but are not limited to: daily openers, closers, reading journals, notes, participation

Summative assessments, which make up 80% of the student's overall grade, can be thought of as the final, conclusive, and most important assessment(s) from a given period. It is rare that a student will be successful on a summative assessment without giving a full effort on the formative assessments leading up to it.

For example, some summative assessments may include, but are not limited to: quizzes, tests, writing assessments, essays, projects

In short, formative = journey, summative = destination.



Attendance Policy

Tardy Policy

1st-2nd Unexcused Tardy:

Teacher Conference, plan, and contact home.

3rd-5th Unexcused Tardy:

Teacher chooses appropriate consequences for student which may range from; time with teacher before or after school, after school detention, in school lunch detention. Consequences will occur for each unexcused tardy.

6th+ Unexcused Tardy:

Behavioral referral to alpha administrator.

Truancy Protocol

Attendance Technician will work truancies with administration, for appropriate consequences, plan, and contact with family/guardian.

East Electronics Policy:

Electronics Policy

Students who bring electronic devices to school do so at their own risk. The district is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices. Students may use these items during their scheduled lunch-time in the cafeteria and commons only prior to 7:55 a.m., after the dismissal time, and during passing time between classes.

Educational Purposes

Use of electronic devices during class time is under the teacher's supervision and usage is to enhance the classroom learning. Violations of these policy expectations will be enforced by the teacher for initial infractions, which may include confiscation of the item for the remainder of the class period, and a phone call home.

Repeated violations will follow due process and a referral will be written to the student's administrator of record.



Grading Policies:

The Lincoln East Grading Scale will be used in this course:

A= 90-100%

B+= 85-89%

B= 80-84%

C+= 75-79%

C= 70-74%

D+= 65-69%

D= 60-64%

F= 0-59%



Exceptional: "A" work shows complete mastery and may go beyond stated requirements of the assignment. It illustrates a thorough and sophisticated conceptual understanding of ideas (as evidenced by creativity, analysis, synthesis, and/or evaluation) as well as an attention to detail and form. "A" work is done with deliberation of thought that extends set boundaries and imparts a sense of individual, internalized possession of the assignment.

Commendable: "B" work shows an understanding and mastery of the assignment. Here, the worker has met all requirements commendably. "B" work shows diligence and an above average comprehension of expectations but may not necessarily suggest an individual, internalized possession of the assignment.

Meets minimum Competency: "C" work meets minimum expectations of the assignment and suggests the worker had a sense of what was to be accomplished and satisfies those requirements. "C" work is adequate but doesn't graduate beyond a minimum standard to mastery and there is a (perceived) lack of individual, internalized possession of the assignment.

Emerging: "D" work is negligible and either misguided or implies an inattention to detail and/or thought. The work shows that some elements of the assignment, though probably not all, were attempted, but without evidence of diligence. Any evidence of individual, internalized possession of the

Synergy Stories: The Glossary of symbols on Synergy will tell a story about a student's grade

EX-Excused (No effect on grade- does not need to be completed)

M- Missing (calculates as a zero, can still be turned in for credit)



INC-Incomplete (Does not affect grade, signals must be revised. Original grade will be recorded if revision is not turned in)

L-Late (To communicate timeliness/work habits, while still maintaining accurate representation of skill/objective)

Blank-Not yet graded (May be a future assignment)

Zero- No credit, can not be made up

Absent Policy

Students should communicate with the instructor about their excused absences. Any class work, quizzes, tests, papers, or assigned homework that was due on a day when a student was absent must be made up and turned in **within TWO days** of the student's return to school. It is the student's responsibility to complete this task.

If you are going to be absent, students should:

1. Communicate with the teacher ahead of time (if applicable)
2. Check Classroom Wordpress to see what was missed
3. Talk with a trustworthy peer
4. Check assignments/handouts upon return
5. See me, preferably after class
6. Complete assignments within two school days



Late Work Policy

Assignments are considered late if not handed in when the instructor collects the assignments. Students are expected to turn in formative and summative work on the day it is due. Late work will be accepted up to seven school days late with a **loss of 10%** each school day it is late.

Revision/Retake Policy

Revisions and retakes will be allowed on all Summative Assignments. Revisions and retakes must be complete 7 school days after the assignment has been graded and returned. Students must conference with the teacher to reflect on the revision process before submitting the revised work.



PLAGIARISM is when you take somebody else's ideas and try to pawn them off as your own. For example, this means cutting and pasting directly from the Internet or copying something from a book or other source without giving the author credit. When you borrow something from someone, you need to write down where you found the information. If it is exactly how someone said it, it should be in quotes. An act of plagiarism will result in the conference with the instructor, a referral to your administrator, as well as an opportunity to redo the assignment.

IDS Please make sure that you are wearing your ID badge everyday. You must have your school ID on at all times. In order to enter room 001, you must be wearing your idea! ☺

PLANNERS If you would like to leave the room, please make sure you bring your planner with you. Most likely, unless it's an emergency, you will not be able to leave the class without it.

Please be respectful of the room and of others. DO NOT bring food into the classroom!

