



Syllabus for English 9

School Year 2016-2017

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People explain the world to each through literature and the use of language. Novels, short stories, plays, and poems reflect who we are as individuals, communities, and cultures---and influence how we grow and change.

As you mature into adults, attend higher education, or enter the workforce, you must be able to gain meaning from reading literature, and express yourself through English language writing and speech. During our English course, we will develop our skill in literary analysis, and improve our ability to use of the English language to read, write, speak, and create effectively.

Virginia Standards of Learning for 9 Grade English

The statement below was published by the Commonwealth of Virginia in 2010. It describes what you must master in 9th Grade as a student of the English language. We will work together to accomplish these standards together---as a classroom learning community.

The ninth-grade student will make planned oral presentations independently and in small groups. Knowledge of the impact that informative/persuasive techniques in media messages make on public opinion will be introduced. The student will continue development of vocabulary, with attention to connotations, idioms, and allusions. Knowledge of literary terms and genres will be applied in the student's own writing and in the analysis of literature. The student will be introduced to significant literary texts. Increased requirements for research and reporting in all subjects will be supported by the use of print, electronic databases, online resources, and other media. Students will cite sources of information using a standard method of documentation. The student will distinguish between reliable and questionable sources of information. Writing will encompass narrative, expository, and persuasive forms for a variety of purposes and audiences. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking

My Role as Your English- Language Arts Teacher

Put most simply, my role in our learning community is as follows:

- ***Language.*** Help you develop English language skills you need to express yourself, communicate with others, and to get things done now and in your future adult life (i.e. read, write, and speak)
- ***Literature.*** Facilitate your experience and engagement with English language literature in the form of novels, short stories, poetry, and drama---as an art and way to understand the world.

To fulfill my role, I will develop units, lessons, and learning activities that will support your accomplishment of the learning standards above. I will also assess your performance and give you feedback through non-graded classwork, quizzes, tests, and research projects. I will also provide you opportunities to be creative in an array of artistic genres.

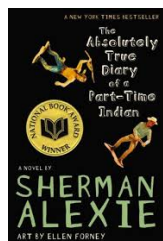
Power Standards

To address all of the learning standards you must master, I will focus our learning on the most essential of these standards in during each quarter. The “*power standards*” we will focus in by quarter are listed below, along with each unit’s language and literature focus area.

	<i>Language Focus Area</i>	<i>Literature Focus Area</i>	<i>Power Standards</i>
1st Quarter	Word Classes	Character	1. Main Idea / Summarize / Compare / Contrast 4. Identify and Explain Themes.
2nd Quarter	Phrases	Conflict	3. Inferences / Draw Conclusions
3rd Quarter	Clauses and Sentences	Narrative	2. Determine meanings of words and phrases
4th Quarter	Composition and Presentation	Media Messages and Propaganda	5. Organizing Writing / Clarify Position 6. Proofreading / Editing

Course Description

In our course, we will read and engage novels, short stories, poems, songs, plays, and various nonfiction texts, all while learning about how the English language functions as a linguistic system and a form of socio-cultural expression. As an overall theme, we will explore how language and literature are connected to the concept of *self-discovery*.



Our course will contain six literature units, with embedded language and grammar lessons. Each unit is oriented an “anchor text” that will help us explore the theme of *self-discovery*. We will also analyze how each anchor text “operates” by examining and analyzing it literate features (i.e. elements and devices). Our first anchor text will be Sherman Alexie’s *The Absolutely True Diary of a Part-time Indian*.

In addition to our anchor texts, you can expect to read and analyze short stories, poems, and works of dramatic fiction (plays). We will also occasionally experience English literature and grammar through visual art, popular music, and film.

During each unit, you will also select your own literature to read and explore. Once every two weeks---normally on the last class of the week---we will have a portion of the class reserved for Silent Sustained Reading (SSR). During SSR, you will read your “choice book.” I will give you an opportunity to be assessed on your engagement with your choice book and get academic credit for what you read. Dependent on our progress, we may add additional texts.

Course Schedule

Month	Learning Unit	Anchor Text	Language Focus	Literature Focus	Major Assessments
SEP-OCT	The Individual and Personal Heritage	<i>Absolutely Partly True Diary of a Part Time Indian</i> Choice Book #1	Roots, Words and Word Classes	Character	Grammar Quizzes Literature Unit I Test Book Talk
NOV-DEC	The Individual and Family	<i>The House on Mango Street</i> Choice Book #2	Phrases	Conflict	Grammar Quizzes Quarter Assessment
JAN-FEB	The Individual and Community	<i>Romeo and Julie</i> Choice Book #3t	Clauses and Sentences	Figurative Language	Punctuation Quizzes Creative Research Project Midterm Exam
MAR-APR	An Individual's Duty to Others	<i>The Odyssey</i> Choice Book #4	Punctuation	Narrative	Punctuation Quizzes Quarter Exam
MAY-JUN	The Individual and The State	<i>1984 and</i> Choice Book #5	Composition	Media Messages and Propaganda	Final Exam

A detailed unit calendar for the First and Second quarters will be posted on our Google Classroom webpage. It will provide you a calendar for the 3rd and 4th Quarters when you return from the Holiday Break. These calendars display the classroom lessons, assignments, and assessments we will complete as a class. We will try to follow these calendars very closely, so consider it a useful guide. We will adjust it to suit our progress and needs.

My Expectations of You

As a member of our course and learning community. I hope you are motivated to do the following:

- Come to class and be a productive member of our learning community
- Engage with the course materials and instructional activities

- Participate in class constructively
- Attempt all of our assignments and assessments
- Support our classmates, me, and any other other students, staff, and guests who join us

If you meet these expectations, you will meet the learning standards (i.e. receive a passing grade). The more energy you commit to our course work, the higher will grade will be and the more you will enjoy yourself.

What You Can Expect of Me

You should expect the following from me as your teacher:

- Ensure our lessons and activities or intellectually challenging.
- Help you gain information and insight, and support your learning fully.
- Be constructive, positive, and encouraging in all of our interactions.
- Be fair and impartial in my assessment of your learning
- Encourage you to share any recommendations on how to make our class more productive and enjoyable

Equipment and Supplies

I will provide most of the materials you need to complete your activities and assignments. You can expect to complete assignments in a journal, on a shared Google drive documents, or on printed worksheets and test sheets. Please bring a standard composition book to class as soon as you can (pictured). We will use these as our course journals. Bring your APS MacBook to every class meeting.



Grading Scale

All assignments, assessments, and learning activities will be graded and contribute points to your final grade. Some assessments will be formative and will be work a completion grade. Summative assessments will be graded based on rubrics. Your grades reflect your achievement and not your classroom behavior. The grading scale (%) is as follows:

A = 90-100 B+ = 88, 89 B= 80-86 C+ 77,78, 79 C=70-76
D+=67, 68, 69 D + 60-66 E = 59 or below

Grading Determinants

Your total class grade is comprised of individual assignments, group learning activities, and assessments (tests and quizzes). The weight of each type of assignments/activity and assessment grade is as follows:

Tests: 30% Quizzes - 20% Projects: 30% Classwork - 20%

Late Completion of Assignments

I will accept late in class assignments at any time during the quarter. All late work will be worth no more than 80% of the “on time” point v

Extra Credit

I will build opportunities for extra-credit into many learning activities, assessments, and assignments.

Academic Integrity (Plagiarism)

Upon submission of an assignment or assessment during our class, I will assume you are affirming the following pledge that you did not.

- Copy someone’s homework, quiz or test answers, or teacher manual.”
- Allow another student to copy from your work
- Use “cheat sheets” that can be accessed during a test.
- Recycle work from a previous class or assignment.
- Use someone else’s work without citing the source.
- Use any type of technology in an inappropriate manner and/or use information from these technological sites and passing it off as one’s own, original work.
- Misrepresent the truth.
- Forge signatures on any document.

Communication

Outside of our scheduled class meetings, I am available to you in person during Generals Period and after school by appointment. Please send an email to richard.greene@apsvs.us and let me know you like to meet outside of class. You can always come to see me unannounced, but I cannot guarantee I will be available without an appointment. All assignments and lesson materials will be posted on our class Google Classroom. I will also explore setting up a Remind.com account for our class.

Concluding Thoughts

I assure you---If you attend class, participate studiously, and attempt every assignment we undertake, you will receive an excellent grade in 9th Grade English. Please understand that I am personally committed to your academic success, and I stand ready to support you in any way I can. Let us communicate, cooperate, and make the most productive use of our time together---as a learning community. If we do so, I’m certain there will great opportunities for insight and intellectual growth for each of us.

Best Wishes for a Great Year,

R. Greene