



9th Grade English Language Arts

A.H. Parker High School Freshman Academy

Semester/Year: Fall/Spring 2017-2018

Teacher: Raven K. Johnson

Class Location: Room 1131 Purple West

Tutorial Day and Time: Wednesdays after school upon request

Telephone: 205-719-6506

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Note: This Syllabus should be maintained in the front of student's class notebook at ALL times.

COURSE DESCRIPTION

Ninth Grade English Language Arts is a course study which engages students in a varied exploration of humanities through the modes of reading, writing, grammar and usage, and speaking and listening. While studying long and short works of fiction and nonfiction, poetry, drama, and the epic, students will think and discuss critically and constructively while becoming familiar with literary elements and techniques. Students will write creative pieces of fiction and poetry in addition to expository papers using a process of writing. These writings will establish knowledge of standard grammar and usage as well as a sense of audience. Students will engage in speaking and exercise listening skills through active discussion and oral presentations. Vocabulary work is derived from reading selections and from lists that prepare students for standardized tests, namely the End Of Course Test (EOCT).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: My Perspectives – Grade 9 – Pearson

Supplemental Texts: Assigned Outside Novel Readings

1. To Kill A Mockingbird
2. Of Mice and Men
3. Animal Farm

Note: If other novels are assigned, titles and authors will be given to students one (1) week prior to the date in which the novel reading is to begin.

Suggested Outside Reading List:

“The amount of free reading done outside of school has consistently been found to relate to growth in vocabulary, reading comprehension, verbal fluency, and general information (Anderson, Wilson, and Fielding 1988; Greaney 1980; Guthrie and Greaney 1991; Taylor, Frye, and Maruyama 1990). Students who read independently become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than those who do not (Krashen 1993; Cunningham and Stanovich 1991; Stanovich and Cunningham 1993).”
(Cullinan, 2000)

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol3/SLMR_IndependentReading_V3.pdf

1. The Devil and Daniel Webster – Stephen Vincent Benét
2. Fahrenheit 451 – Ray Bradbury
3. The House on Mango Street – Sandra Cisneros*
4. The Last of the Mohicans – James Fenimore Cooper
5. The Autobiography of Miss Jane Pittman – Ernest Gaines
6. Black Like Me – John Howard Griffin
7. Sorry, Right Number – Stephen King
8. Angela’s Ashes – Frank McCourt
9. The Tragedy of Romeo and Juliet – William Shakespeare
10. The Red Pony – John Steinbeck

***Students are suggested to seek out these titles and read them on their own time to supplement their reading in class. Presentations, writings, or projects that demonstrate a thorough understanding of any book listed here can be grounds for extra credit upon the teacher’s approval.**

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING

Essays:

All A.H. Parker High School 9th grade students are required to complete formal essays for this class. At the end of the year, students will create a reflective portfolio which will include their formal essays completed for this class as well as writings on their improvements, what they have learned about writing, and how they will improve in their future writing. Students will also prepare for this portfolio through writing conferences with teachers and peers; therefore, it is important that students remain current in all writing assignments. Not participating in writing conferences because a student has not completed the writing assignment will result in a “0” for the writing conference grade.

There are four required essays: Narrative, Expository, Persuasive, and Descriptive. These essays are not optional and students who choose not to do any essay will fail the course!!! **All final drafts must be TYPED in Times New Roman, size 12 font, Black Ink, Double Spaced.** Any student who is found guilty of plagiarism will receive a grade of zero. Additional formatting requirements will be discussed in class.

Evaluation Tools:

Writing Portfolio, Tests, Projects, Quizzes, In-Class Work, Homework, Presentations, and Exams are tools used for assessment of knowledge in Ninth Grade English Language Arts. Ninth Grade English Language Arts is aligned with the Alabama Course of Study (ACOS) standards. Students are assessed based on the state standards and benchmarks.

Criteria for Grading:

Rubrics will be used to grade projects, essays, homework, and other assignments. These rubrics include information on how the assignments are graded. Rubrics will be dispersed before the assignment is due to make sure students know what to expect.

Students will be evaluated on the following:

1. Reading & Literature
2. Composition Skills
3. Speaking & Listening Skills
4. Grammar & Mechanics
5. Vocabulary/Spelling Mechanics
6. Design of course-related projects (i.e. literary reports, quote and poem recitation)
7. Daily Activities
8. Oral Response
9. Test/Quizzes
10. Presentations
11. Homework
12. Teacher Observation
13. Class Participation
14. Class Projects/Demonstrations

Evaluation Procedures are school-wide.

Grading	
Category	Percentage
<u>Assessments</u>	50%
<u>Classwork</u>	40%
<u>Homework</u>	10%

Grading Policy:

A: 90 – 100% B: 80 – 89% C: 70 – 79% D: 60 – 69% F: 59% and below

CLASS POLICIES

- Students must attend class REGULARLY and PROMPTLY to complete this course SUCCESSFULLY.
- Maintain a three-ring notebook and bring it to class daily. All assignments should be submitted on loose leaf paper.
- Maintain all daily assignments/objectives neatly in notebook (will be checked periodically).
- Bring pencils/pens and paper to class DAILY. Black and blue pens are required. Assignments submitted in any other ink colors will not be graded.
- Bring assigned text to class DAILY.
- Read ALL assigned literary works.
- Only students with a Parker High School 2016-2017 Planner will be permitted to use the restroom during class. The planner serves as a school wide hall pass. Students who have paid the registration fee should have had one issued to them. Only 2 people will be allowed to use the restroom in a 50 minute class period.
- Complete ALL assignments NEATLY (ILLEGIBLE WORK WILL NOT BE GRADED!)
- All Essay Submissions Must be TYPED, unless otherwise noted.
- Submit all homework assignments before the tardy bell rings. Homework submitted after the tardy bell rings will result in an automatic deduction of 10 points with NO EXCEPTIONS;

therefore, students should arrive to class on time. Homework submitted after the first five minutes of class will be subject to a ZERO!

- **Make-up Work:** In the event of an excused absence or tardy, be sure to submit approved BCS documentation upon your return to school. Students have until **THREE** class periods after absence occurs to make up assignment. Once documentation has been submitted and approved by the teacher, I will provide student with instructions for make-up work. If assignment is not submitted within **THREE** class periods, a ZERO will be entered for assignment. If student misses assignment as a result of an unexcused absence or tardy, make-up work may or may not be assigned at the teacher's discretion.

******IT IS THE RESPONSIBILITY OF THE STUDENT TO MAKE-UP CLASS WORK WHEN THEY'RE ABSENT!!!**

******Students possessing a below "80" overall class average are ENCOURAGED to attend the WEEKLY Wednesday afternoon (3:50- 4:50) tutorials until the grade reaches the "80" or above overall average point.**

Course Expectations

1. Copy objectives from the board daily and begin journal writing immediately upon entering the room.
2. Do not bring electronic devices to class. **(If student is caught using electronic devices during class, student will be issued a verbal warning to put device away. If caught using the device again, the device will be taken and must be picked up by parent/guardian. Phones taken during 7th & 8th period are subject to be kept until the end of the next school day.)**
3. Remain on task. Sleeping or the placement of the head on the desk WILL NOT be allowed.
4. No eating or drinking in class.
5. Work quickly and quietly from one task to another.
6. Idle conversing is unacceptable.
7. Help keep this room orderly and neat.
8. Respect yourself and peers at ALL times.
9. Sit in TEACHER ASSIGNED seat at ALL times.
10. Remain in seat AT ALL TIMES unless granted permission to leave seat.

Communication:

My contact information is listed on the first page of this syllabus. I will require your student to sign up for my Remind account. Through this account, I am able to send out announcements via text message. **I STRONGLY URGE ALL parents to also subscribe to my Remind Account.** The class codes are as follows:

1st Period: Text the code @955ed0 to the number 81010

2nd Period: Text the code @a06a2 to the number 81010

3rd Period: Text the code @fgf4f to the number 81010

6th Period: Text the code @a06a25 to the number 81010

7th Period: Text the code @enlgishpe (**not a typo, that is the correct code**) to the number 81010

8th Period: Text the code @a06a25a to the number 81010

COURSE OUTLINE

*****(ALL Unit Plans are subject to changes)**

Unit	Concept/Skills	Course Readings	Major Assignments
I. American Voices: What does it mean to be an American? <i>*1st 9 Weeks Study</i>	Reading Focus: Non-fiction narratives Writing Focus: Elements of Nonfiction Writing Language Goal: Deeper Understanding of Exposition and Dialogue to convey meaning and add variety to their reading Speaking and Listening Focus: Work together to build on the ideas of other classmates, develop consensus	Reading Focus: Non-fiction narratives The Joy Luck Club by Amy Tang My Antonia by Willa Cather Stargirl by Jerry Spinelli	<ul style="list-style-type: none"> - Write a non-fiction narrative: Do Americans from different time periods see American identity differently? - Group Presentation: How is American identity created?

Unit	Concept/Skills	Course Readings	Major Assignments
II. Survival: What determines who lives and who dies? <i>*2nd 9 Weeks Study</i>	Reading Focus: Read and evaluate arguments, fiction essays and articles Writing Focus: Elements of argumentative writing Language Focus: Develop deeper understanding of how authors use phrases and clauses Speaking and Listening Focus: Work together to build on the ideas of other classmates, develop consensus	The Seventh Man by Haruki Murakami The Moral Logic of Survivor Guilt by Nancy Sherman	<ul style="list-style-type: none"> - Write an argument - Present an argument - Oral Presentation: Should people in life or death situations be held accountable for their actions?

Ms. Johnson's 2017-2018 9th Grade ELA Syllabus Agreement Form

I, _____ have read and acknowledged all of the policies
(parent/guardian name, PLEASE PRINT)
and procedures laid out in this syllabus for Ms. Johnson's 9th grade English classroom. I understand that
by acknowledging this syllabus, I agree to all rules, policies, and procedures implemented in Ms.
Johnson's classroom syllabus.

I, _____ have read and acknowledged all of the policies
(student name, PLEASE PRINT)
and procedures laid out in this syllabus for Ms. Johnson's 9th grade English classroom. I understand that
by acknowledging this syllabus, I agree to all rules, policies, and procedures implemented in Ms.
Johnson's classroom syllabus.

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____