Manzanola Jr./Sr. High School

**COURSE SYLLABUS**

**9th Grade English/ English 1**

**2017-2018**

## GENERAL INFORMATION

**Instructor**: Alanna Holmes

**E-mail:** alanna.holmes@manzanola.k12.co.us

**Class Time:** 4th Hour (11:16-12:21)

**Office Hours/Plan:** 7th Hour (3:03-4:05)

 **School Phone:** 719-462-5528

**School** **Website:** [www.manzanola.k12.co.us](http://www.manzanola.k12.co.us)

### COURSE DESCRIPTION

9th Grade English focuses on developing reading comprehension skills, analyzing different types of literature, expanding students’ knowledge and understanding of vocabulary, grammar, and mechanics, and gaining a broader grasp of reading for all purposes, writing and composition, research and reasoning, and oral expression and listening.

**TEXTBOOK**

**Green** Literature Book:

*Prentice Hall Literature: Timeless Voices, Timeless Themes*. Gold Level. Upper Saddle

 River, New Jersey: Prentice Hall, 2002.

**CLASS RULES AND PROCEDURES**

* Students will arrive to class on time! Being tardy to class is disruptive to the learning environment, and each incident will be documented in goedustar.
* Cell phones must be turned off and kept out of sight, unless being used for a teacher approved educational activity. Cell phones that are out and causing distraction will be confiscated, the insubordination will be documented in goedustar, and a parent/guardian will have to come to the school to pick up the cell phone.
* Students are expected to complete the daily writing assignment (creative, reflective, or analytical) at the beginning of class. All daily writing assignments will be collected on Thursday, followed by a quiz over the material to assess understanding. Late assignments will not be accepted.
* Daily attendance will account for 20% of a student’s overall grade.
* Students will bring their textbooks, novels, and classroom supplies (pencils, papers, flash drives, etc.) to class every day. Be prepared to learn!
* Students will be respectful to the instructor, to their peers, to themselves, and to the classroom environment. Bullying, insolence, and intolerance will not be tolerated. This is a safe environment where students can express themselves freely with no threat of psychological, physical, or emotional harm or injury.
* Homework will be collected at the **beginning** of class. Students will place homework in the black organizer on the teacher’s desk. Late work is not accepted.
* The instructor dismisses the class, not the bell. Students will not begin gathering books, papers, or supplies before being dismissed—it is rude and disruptive. Likewise, students will not line up at the door to wait for the bell to ring.

**REQUIRED SUPPLIES**

* Pens or pencils (no red ink, please)
* A folder for storing your work
* A flash/jump drive on which to save your documents

# **APPROXIMATE POINTS FOR ASSIGNMENTS (subject to change)**

Essays/tests/projects = 100 points each

Contests = 100 point each

In class essays = 50 points each

 In-class writings/journals = 5 points each (about 20 pts./week)

 Quizzes = 2 points per question

 Homework assignments = 20-50 points each

Accelerated Reader = 100 points/quarter

**LATE WORK**

Any assignment not submitted when requested is considered late and will not be accepted.

Be responsible for completing and submitting your homework and assignments! You will know when your work is due, so plan ahead and be responsible!

**ACCELERATED READER**

Please refer to the attached handout regarding Accelerated Reader expectations and assignments.

**CONTESTS**

 Students are required to enter their work in at least two contests during the year:

Chinook and the OJC writing competition. Students who fail to properly submit their work, or who plagiarize or submit previous work, will earn a zero out of 100 possible points each.

**CONCEPTS AND SKILLS STUDENTS WILL MASTER**

**Colorado Learning Standards Addressed:**

 Standard 1: Students will deliver organized and effective oral presentations for

 diverse audiences and varied purposes.

 Students will listen critically to comprehend a speaker’s message,

 which requires mental and physical strategies to direct and

 maintain attention

 Standard 2: Reading for all purposes: students will read a wide range of

 literature to understand important universal themes and the

human experience.

Students will demonstrate comprehension of a variety of

informational, literary, and persuasive texts.

 Standard 3: Students will master the techniques of effective informational,

 literary, and persuasive writing.

 Students will apply standard English conventions to effectively

 communicate the written language. Writing for grammar, usage,

 mechanics, and clarity requires ongoing refinements and

 revisions.

 Standard 4: Students will gather information from a variety of sources; analyze

 and evaluate the quality and relevance of the source; and use it to

 answer complex questions.

 Students will use effective problem-solving strategies that require

 high-quality reasoning.

**COURSE CALENDAR (subject to change)**

In addition to reading outside novels (independent reading), sharing information about those novels, and creating individual projects, students will complete the following units:

**Unit One:**

8/15: Diagnostic essay

8/21-24:Introductory letters

8/28-9/11: Introduction to Literature (pre-test):

Poe, “The Cask of Amontillado”

Connell, “The Most Dangerous Game”

Final Project (post-test)

8/15-9/11: Grammar review, Greek roots, literary terminology, AR readings, and vocabulary development

**Unit Two:**

9/12-9/21: Du Maurier, *The* *Birds*

9/25-9/27: Film analysis

9/28-10/5: Point of View (P.O.V) essay

10/9: AR tests (1st quarter)

10/10-10/11 Portfolio review; prepare to present at Parent/Teacher conferences

9/12-10/5: Vocabulary, grammar, mechanics, and Greek roots; AR readings

**Unit Three:**

10/16-10/19: Writing Workshop: mini-autobiographies (informational writing)

10/23-10/26: Oral Presentations (critical listening)

10/16-10/26 Sentence diagramming, Greek roots, vocabulary, grammar, and mechanics

**Unit Four:**

10/30: History background

 Sandburg excerpt, “A Lincoln Preface”

10/31: Character profiles

 King, “I Have a Dream”

11/1: Discuss theme, tone, and point of view

11/2: Compare/contrast King and Obama essay

11/6-11/9: U2, “Pride”

 Parks excerpt, “Rosa Parks: My Story”

 George, “There is a Longing”

 Whitman, “I Hear America Singing”

10/30-11/9: Sentence diagramming, Greek roots, Chinook, vocabulary, grammar, and mechanics

**Unit Five:**

11/13-11/14: Literary analysis

 Generating questions

 Vocabulary development

 Frost, “The Road Not Taken”

 Piercy, “To Be of Use”

 Angelou, “New Directions”

 Figurative language

Narayan, “Old Man of the Temple”

11/15-11/16: Fantasy vs. reality

 Literary writing and presentations

Thanksgiving Break

**Unit Six:**

11/27: Chinook

11/29: Chinook due

11/30-12/7: Greek mythology background and pre-test

 Homer, *The Odyssey*

12/11-12/14: Final Project and post-test

12/18: AR tests (2nd Quarter)

12/19-12/20: Semester review

12/21: Final Semester Exams

**Unit Seven: Second Semester**

1/9: Review goals, procedures, expectations; Shakespeare pre-test

1/10: Shakespeare background

1/11-2/1: *Romeo and Juliet*

 Compare/contrast *Gnomeo and Juliet* with modern versions of the play

2/5-2/7: Performance Project due

2/8: *Romeo and Juliet* final exam (post-test)

1/9-2/8: Grammar review, Greek roots, literary terminology, AR readings, and vocabulary development

**Unit Eight:**

2/12: The research paper/persuasive writing

 Selecting an appropriate topic

2/13: Know how to research credible, reliable sources

Know how to avoid plagiarism

2/14-2/28: Follow the writing process

3/1: Formatting

 Peer review and editing

3/5-3/7: Final publication and oral presentations

3/8-3/14: OJC Creative Writing Contest

3/15: OJC Creative Writing Contest and AR tests due

Spring Break

**Unit Nine:**

3/26-4/19: Class choice novel

 Pre-test

Know setting, characters, plot development, types of conflict, and use of figures of speech

4/23-4/24: Novel review and final

**Unit Ten:**

4/25-4/26: Know how to analyze information from a variety of sources

4/30-5/10: Use complex problem solving and reasoning skills in debate-type settings

5/14-5/17: Review Semester Objectives

 Discuss gains

 Prepare for semester final exams

**Accelerated Reader**

**Directions**:

* Students will take the STAR reading test to determine their reading levels.
* Students will select a book of their liking that they have **NOT** previously read.
* After reading the book, students will log into their AR accounts and take an Accelerated Reader quiz online. Tests can only be taken once! Students must ensure they have read and understood the book before taking a test!
* If a test is failed, or a low score is earned, students must select a new book, read that book, and take a new test.

**Requirements**: Students must read books that have corresponding Accelerated Reader tests, take the tests, and earn points each quarter.

**Grading**: Grades will be calculated each quarter based on the following Accelerated Reader points earned, and will be based on 100 classroom points:

0-2 AR Points = 0% = F

3-5 AR Points = 50% = F

6-8 AR Points = 69% = D+

9-11 AR Points = 79% = C+

12-15 AR Points = 89% = B+

16-18 AR Points = 95%= A

19-20 AR Points = 100% = A+

Any AR points above 20 will earn one bonus point (extra credit), up to ten points per quarter. Keep in mind that extra credit in NOT generally offered in this class.

* For example, if a student read one book worth 5 points, took the test, and only scored a 3, his/her score for the quarter would be 50/100.
* If a student read three books worth 30 points total, took the tests, and scored a 28, his/her score would be a 100/100 plus 8 bonus points.

9th Grade/English 1 Contract

2017-2018

I have read the preceding syllabus and agree to the requirements and terms set forth therein.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name (Printed) Student Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name (Printed) Parent/Guardian Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Home/Cell phone number

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian email address