



9th Grade Literature/Composition Syllabus

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Course Description: This course focuses on a study of literary genres; students develop initial understanding of both the structure and the meaning of literary works. Students explore the effect of the literary form in regards to interpretation. Students will read regularly to develop academic and personal interests in different subjects. Students will demonstrate competency in a variety of writing genres. Students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, as well as through the use of on-line resources. Students will demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. THIS COURSE REFLECTS THE STATE STANDARDS, as found at:

<https://www.georgiastandards.org/Georgia-Standards/Documents/ELA-Standards-Grades-9-12.pdf>.

Grading Scale/System:* Your grade for 9th grade English will be determined by **your** performance over the course of the school year. You will be required to meet departmental standards and demonstrate mastery of state standards before receiving credit for this course. You will receive the grade you earn, based on your academic performance. Your grade will be figured using the following formula:

- **35% test grades** - unit tests, final drafts, major projects, research papers, etc.
- **25% quiz grades** - vocabulary quizzes, reading content quizzes, rough drafts, etc.
- **20% daily grades** - class work, homework, reading checks, summaries, etc.
- **20% Benchmark test**

Your letter grade will be computed as follows:

90-100% = A

80-89% = B

70-79% = C

Below 70% = F

Course Requirements: Throughout the school year, we will be studying both literature and composition. Reading, writing, vocabulary, and grammar will be a part of each unit. At least one project will be required each nine weeks. Each unit will last approximately nine weeks. The units we will study this year include the following:

Reading:

1. Defining Heroism: World Literature
 - Various short stories from fiction and history
 - Other non-fictional texts
2. Mythological Journeys of Transformation
 - *The Odyssey* by Homer
3. Drama: Romeo and Juliet
 - *The Tragedy of Romeo and Juliet* by William Shakespeare
4. Coming of Age: Rebellion and Redemption
 - *Lord of the Flies* by William Golding

★ Short literary and informational texts will also be used in each unit.

Writing:

- 3 Short Constructed Response Items per 9 weeks (not including benchmarks).
- 1 Narrative Response per semester
- 1 Extended Response Per semester (Alternate Explanatory and Argumentative)
 - At least one extended paper will incorporate citations
- Honors and Advanced classes will do an extended response **every** 9 weeks. At least one of which will be a formal research paper citing primary and secondary sources.
- Students in Honors classes will write at least one timed, in-class essay per semester, in addition to the extended response. The essay will be a response to a literary prompt.

Grammar: IXL will be used to polish your writing skills through awareness of grammar rules and the conventions of writing. Each week you will be assigned 1 or 2 lessons on IXL and expected to complete all of them with a **minimum** Smart Score of 80.

Vocabulary: Membean is a vocabulary program that builds word consciousness. Membean provides personalized, differentiated instruction automatically tailored to each student's skill level and learning style, helping them achieve lasting outcomes by prioritizing higher order thinking over memorization. It also promotes multiyear retention instead of focusing on short-term performance. Membean leverages the benefits of continual retrieval to train the brain to remember longer and retrieve reliably. In order to reach learning goals, practice is necessary. The timing of practice matters a great deal. Membean utilizes spaced practice- where learning a single concept is stretched over a longer period of time. As students practice, they will encounter and master new words, allowing their vocabulary to grow. Without practice, students will never encounter new words, so quizzes will not reflect growth or true mastery. For this reason, the TCCHS English Department has established the following **expectations: Regular ELA 30 minutes, Advanced ELA 40 minutes, Honors ELA 50 minutes of training each week; quiz every 2 weeks**

Materials Needed: One ½-inch **three-ring binder or tabbed folder**, Loose leaf notebook **paper**, Blue or black ink pens, **Pencils, colored pencils & highlighter(s)**, **School Issued Chromebook**

Expectations for Students: As students, the choices you make during the next four years will help determine the opportunities available to you after graduation. Whether you choose more education or full time employment, the work ethics and social skills acquired and used while in high school will open or close many doors. The following guidelines provide a foundation for success.

- **Be respectful**
 - Listen and give your full attention to others when they talk.
 - Treat others with kindness, as you'd like to be treated.
- **Be responsible**
 - Take advantage of every opportunity to learn or gain a skill.
 - Take pride in your work and do it well.
 - Keep the classroom clean and in working order.
- **Be prepared**
 - Bring **all** of your materials to class every day
 - Participate in class regularly and with intention.

NOTE: It is crucial that students bring their Chromebooks, charged, on a daily basis. If students fail to do so, they may lose points, be unable to complete work, and disciplinary actions such as detention and/or parent contact may occur.

- **Be productive**
 - Stay on task, complete assignments, and turn them in on time. Daily work may **not** be accepted late. Major projects will receive a minimum of -5pts per day late. **Students will receive a score of zero for assignments that are not completed in a timely manner.**
 - Make-up missed work with-in the three-day designated time for excused absences.

** When graded assignments are returned, you may set up an individual conference for a discussion of the grade(s). Class time will NOT be used for discussion and analysis of individual scores.*

Classroom rules:

- Be **in** your assigned seat when the tardy bell rings.
- Stop what you're doing, look at me, and listen carefully when I address the class.
- Follow directions the first time they are given.
- Remain seated until the bell rings

Disruptive behavior: If you choose to disrupt class or behave inappropriately, I will use one or more of the following avenues to remedy the situation:

- verbal warning
- conference with me
- change in seating arrangement
- parent/guardian phone call
- referral to counselor
- referral to office (**severe disruption = immediate referral**)

**Please refer to the handbook for specific information regarding discipline penalties.*