

English 9/10 POR
Wall High School
2025-2026

Teacher Name & Email

Mrs. Smit - nsmit@wallpublicschools.org

Extra Help:

Mrs. Smit will have extra help during Unit Lunch. Date TBD.

Marking Period Schedule

Marking Period 1 Dates	Marking Period 3 Dates
Marking Period 2 Dates	Marking Period 4 Dates
Midterm Exams Dates	Final Exams Dates

Course Description:

This course continues to develop students' critical reading and writing skills developed in the intermediate school. Through the study of literary genres such as the short story, novel, drama, poetry, mythology, and nonfiction, students sharpen recognition of various literary elements and devices. Emphasis in this course is placed on in-depth reading and discussion as well as writing skills.

Texts and Units of Study:

Texts and units for this course will be pulled from the **Grade 10 curriculum**, as well as other supplemental materials chosen to enhance particular skills and/or prepare students for higher level thinking. Texts may include, but are certainly not limited to:

- *The Crucible*
- *Witches: The Absolutely True Tale of Disaster in Salem*
- Selected Folktales, Folklore, and Fairy Tales
- Selected Short Stories and Poems
- Selected Speeches, Addresses, and Rhetorical Pieces
- Selections from Walt Whitman
- *The Great Gatsby*
- *Of Mice and Men*
- Other Selected texts from the 10 CP Curriculum Map.

Classroom Expectations:

1. **All class and school rules are expected to be followed:** You are expected to follow the class and Wall Twp High School Handbook rules at all times.
2. **Plagiarism and Cheating of any kind will not be tolerated:**
Students are expected to maintain academic integrity as outlined by district policy.
 - a. Cheating on a quiz test or exam = 0 grade, parent notified, incident recorded.
 - b. Plagiarism of any kind constitutes academic dishonesty and bears serious consequences, including a -0- on the assignment and other ramifications as per the student handbook.
 - c. The use of ChatGPT, AI, and similar applications is considered plagiarism and shall be treated as such.
3. **Bring your chromebook to class:** Students are expected to be in the classroom at the sound of the bell with a fully-charged Chromebook.
 - a. Failure to bring your chromebook to work on class assignments may result in receiving a zero on the assignment, regardless if it is a classwork, minor, or major assignment.
4. **Be respectful of all individuals and property:** I expect students to behave respectfully in class and take responsibility for their behavior and actions.
 - a. As a high school student, you are expected to behave respectfully towards all students, adults and property in the classroom.
 - b. Speak respectfully towards classmates and adults in the room.
 - c. Be respectful of property owned by students and the school.
 - d. Speech and language should remain respectful, positive, and appropriate for school.
 - e. Failure to do so will result in a green card with the office.
5. **Cellphones & Electronic Devices:** As per the student handbook, cellphones are not permitted to be used during the school day. Please refer to the student handbook for the full cell phone policy.
6. **Airpods/Headphones:** As per the student handbook, electronic devices are not permitted to be used during the school day - this includes airpods and other headphones. Airpods and headphones are expected to remain put away during class time. *There will be opportunities to use headphones or airpods when independent class assignments are being completed, with permission from Mrs. Smit.*

7. **Remain Seated:** Please remain seated while I am instructing the class unless you have been given permission to get up. You should also remain seated until the bell rings or you are dismissed by myself. Do not line up at the door - it is a fire code violation.

Materials & Available Resources:

- Each day students will be expected bring the following materials with them to class:
 - Chromebook (Charged)*
 - Chromebook Charger (If not charged)*

Mrs. Smit does not have extra chromebooks or chargers. It is important that you bring both with you to class, as they are used frequently.

- Class texts and textbooks will be kept in A10.
- Students will keep class folders and/or binders in A10.

Grading Breakdown

Each quarter grade is based on a percentage model; the following grading formulas have been established.

Marking Period Category Percentages

Category	Minimum Number	Percentage
Major Assessments	3	50%
Minor Assessments	5	30%
Homework/Classwork	10	20%

Course Grading

Category	Percentage
Marking Period 1	20%
Marking Period 2	20%
Midterm Exam	10%
Marking Period 3	20%
Marking Period 4	20%

Final Exam	10%
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Course Curriculum

Big Ideas	Topics/Themes/Concepts	Activities & Assessments	Timeline (Number of Blocks)
Marking Period 1			
Unit 1 - Reading Literature	• Elements of Drama • Figurative Language • Types of Irony • Types of Conflict • <i>The Crucible</i> by Arthur Miller • <i>Witches! The Absolutely True Story of Disaster in Salem</i> by Rosalyn Schanzer	HW/CW: • Assignments from the mini-lessons, class participation, and various tasks selected to support unit topics, themes, and concepts. • Guided Reading(s) on course and unit texts. • Figurative Language Analysis in Unit Texts • Reading Comprehension, Reading Analysis, and/or Discussion Questions of Unit Texts. • Supplemental and/or Paired Reading on CommonLit, NewsEla, or ActivelyLearn, or similar platforms. Minor Assessments: • <i>Witches!</i> Chapter Quizzes • Figurative Language	10-12

		Quiz • 2-4 Skill Based Assessments. Major Assessments: • Mid Unit Assessment • End of Unit Assessment • Unit Project Based Learning	
Marking Period 1			
Unit 2 - Myths, Folktales, Folklore, & Fairytales	• Elements of Folklore • Elements of Fables • Aesop's Fables (to learn to write own fables) • "The Legend of Paul Bunyan" • "How the Crocodile Got Its Skin" • Selections from Greek Mythology • "The Myth of Arachne" • <i>The Odyssey</i> by Homer • Various Selected Fairy Tales	HW/CW: • Assignments from the mini-lessons, class participation, and various tasks selected to support unit topics, themes, and concepts. • Guided Reading(s) on course and unit texts. • Figurative Language Analysis in Unit Texts • Reading Comprehension, Reading Analysis, and/or Discussion Questions of Unit Texts. • Supplemental and/or Paired Reading on CommonLit, NewsEla, or ActivelyLearn, or similar platforms.	10-12

		Minor Assessments: • 2-4 Skill Based Assessments. Major Assessments: • Mid Unit Assessment • End of Unit Assessment • Unit Project Based Learning	
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Marking Period 2			
Unit 3 - Conflict and Irony	• Figurative Language • Types of Conflict • Types of Irony • Elements of Fiction • “To Build a Fire” by Jack London • “The Story of an Hour” by Kate Chopin • “The Necklace” by Guy de Maupassant • “Lamb to the Slaughter” by Roald Dahl	HW/CW: • Assignments from the mini-lessons, class participation, and various tasks selected to support unit topics, themes, and concepts. • Guided Reading(s) on course and unit texts. • Figurative Language Analysis in Unit Texts • Reading Comprehension, Reading Analysis, and/or Discussion Questions of Unit Texts. • Supplemental and/or Paired Reading on CommonLit, NewsEla, or ActivelyLearn, or similar platforms.	10-12

		Minor Assessments: • 2-4 Skill Based Assessments. Major Assessments: • Mid Unit Assessment • End of Unit Assessment • Unit Project Based Learning	
Unit 4 - Washington Irving	• “The Devil and Tom Walker” by Washington Irving • “Rip Van Winkle” by Washington Irving • “The Legend of Sleepy Hollow” by Washington Irving	HW/CW: • Assignments from the mini-lessons, class participation, and various tasks selected to support unit topics, themes, and concepts. • Guided Reading(s) on course and unit texts. • Figurative Language Analysis in Unit Texts • Reading Comprehension, Reading Analysis, and/or Discussion Questions of Unit Texts. • Supplemental and/or Paired Reading on CommonLit, NewsEla, or ActivelyLearn, or similar platforms. Minor Assessments: • 2-4 Skill Based	10-12

		Assessments. Major Assessments: • Mid Unit Assessment • End of Unit Assessment • Unit Project Based Learning	
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Marking Period 3			
Unit 5 - Emily Dickinson	• Figurative Language • Selected Poems of Emily Dickinson	HW/CW: • Assignments from the mini-lessons, class participation, and various tasks selected to support unit topics, themes, and concepts. • Guided Reading(s) on course and unit texts. • Figurative Language Analysis in Unit Texts • Reading Comprehension, Reading Analysis, and/or Discussion Questions of Unit Texts. • Supplemental and/or Paired Reading on CommonLit, NewsEla, or ActivelyLearn, or similar platforms. Minor Assessments:	10-12

		• 2-4 Skill Based Assessments. Major Assessments: • Mid Unit Assessment • End of Unit Assessment • Unit Project Based Learning	
Unit 6 - Walt Whitman	• Figurative Language • “Lilacs last in the dooryard bloom’d” by Walt Whitman • “I Hear America Singing” by Walt Whitman • “O! Captain! My Captain!” by Walt Whitman • “When I heard the learn’d astronomer” by Walt Whitman	HW/CW: • Assignments from the mini-lessons, class participation, and various tasks selected to support unit topics, themes, and concepts. • Guided Reading(s) on course and unit texts. • Figurative Language Analysis in Unit Texts • Reading Comprehension, Reading Analysis, and/or Discussion Questions of Unit Texts. • Supplemental and/or Paired Reading on CommonLit, NewsEla, or	10-12

		ActivelyLearn, or similar platforms. Minor Assessments: • 2-4 Skill Based Assessments. Major Assessments: • Mid Unit Assessment • End of Unit Assessment • Unit Project Based Learning	
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Marking Period 4			
Unit 7 - <i>The Great Gatsby</i>	• Figurative Language • Types of Conflict • Types of Irony • <i>The Great Gatsby</i> by F. Scott Fitzgerald	HW/CW: • Assignments from the mini-lessons, class participation, and various tasks selected to support unit topics, themes, and concepts. • Guided Reading(s) on course and unit texts. • Figurative Language Analysis in Unit Texts • Reading Comprehension, Reading Analysis, and/or Discussion Questions of Unit Texts. • Supplemental and/or Paired Reading on	10-12

		CommonLit, NewsEla, or ActivelyLearn, or similar platforms. Minor Assessments: • 2-4 Skill Based Assessments. Major Assessments: • Mid Unit Assessment • End of Unit Assessment • Unit Project Based Learning	
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**Subject to revision*

Make-up Work as per Student Handbook

- Students who are absent from class for any reason will be required to make-up the work missed in each class. Completion of this work should take approximately the same amount of time as the student missed from class. In extreme cases of prolonged absence, (more than five consecutive days,) the Principal may grant extra time for the students to complete missing assignments. Students will receive an incomplete grade pending the submission of the missing assignments. Students will receive a zero for any work that is not completed by the designated timeline.
- It is the student's responsibility to obtain all make-up work from his/her teachers immediately upon return to school. Failure to obtain makeup work is no excuse for not completing work missed. Students have the same amount of time that they have been absent to make up the work.

Academic Integrity Policy as per Student Handbook

Plagiarism Policy

- **Freshmen:** On the first offense, the student may rewrite for a maximum grade of 55. The rewrite should be closely monitored by the teacher because on the freshmen level we are concerned with students' understanding of the process. On the second offense, the student receives a 0 grade for the final product. (Students' offenses will be filed in the supervisor's office.)

- **Sophomores, Juniors and Seniors:** If the teacher finds that the plagiarism is flagrant or pervasive and can document the same, the assessment may receive a grade of zero.

Cheating

Students are expected to conduct themselves honestly and with integrity in their work. All forms of cheating and plagiarism are prohibited. Behavior that is unacceptable includes, but is not limited to the following:

- Copying another student's work;
- Working with others on projects that are meant to be done individually;
- Looking at or copying another student's test or quiz answers;
- Allowing another student to look at or copy answers from one's test or quiz;
- Using any other method (ie "cheat sheets", communicating in any form) to get/give test or quiz answers;
- Taking a test or quiz in part or in whole to use or to give to others;
- Copying information from a source without giving proper acknowledgment;
- Taking papers from other students, publications, or internet sources and claiming it as one's own work;
- Academic dishonesty in any other form including, but not limited to, tampering with computerized grade records;
- Giving or receiving answers and/or test questions to or from another student.

Violators of this policy will be disciplined on a case-by-case basis, depending on the seriousness of the violation, prior violations and other factors.

Disciplinary measures/consequences may include, but are not limited to the following:

- Redoing the assignment (see policy on plagiarism);
- Receiving a zero grade on the project, test or quiz;
- Letter sent to parent and placed in the student's file;
- Detention, suspension or expulsion.