

ALA English: 9th Grade

Ms. Sweeter

Welcome to English! We will have a great year. It will be full of challenges and roadblocks, and I am here to help guide you through those challenges. I am happy to meet with you and answer any questions you may have. I have high expectations for myself and for my students. We will work on skills to improve reading, writing, speaking, listening, observing, analysis, critical thinking, and creating. I am excited to work with each of you, and I look forward to seeing your progress throughout the semester. This course is very focused on analyzing literature and writing, and may challenge you. I am here to help! I hope that you will give your best, see the big picture, and understand the importance of these skills in all aspects of your life. YOU determine the final outcome and I know you can do it!

Contact: caroline.sweeter@alacoastal.org

Summary of Classroom Expectations

1. Please be courteous of others around you and follow all school policies.
2. Only one person may leave the class at a time. You must use a paper pass signed by Ms. Sweeter.
3. If you need my help, please feel free to ask!
4. Be courteous and respectful at all times-

This means being so of yourself, the people around you, their property, school property and classroom materials. Please speak in a respectful manner; do not use inappropriate language or make inappropriate comments. Blatant disrespect of fellow classmates, myself, other faculty or staff, or the school will not be tolerated. Please put school and classroom materials back where you found them. Ask the teacher to borrow classroom supplies.

5. Come to class on time-

This means being in your assigned seat, prepared to be in class when the bell rings. The second tardy to class will result in a detention, and the third will result in an administrative referral.

6. Come to class prepared-

You must have all required materials every day. Plan to bring your computer/laptop/tablet everyday, unless otherwise specified.

7. Communication is essential to success!

Life presents unexpected challenges. If something comes up and you need extended time on an assignment, need an assignment early, or simply need help on an assignment, please do not hesitate to ask. We are all learning and growing, and I am very accommodating if you communicate with me.

8. Absolutely NO cell phones, headphones or electronic devices are allowed during direct instruction, unless I have given specific permission! **Parents, if you need to reach your student, please call the school and**

they can handle the message in an appropriate fashion. Cell phone violations are now to be handled as a referral for class disruption. Please see the handbook policy.

9. Obey all school rules, at all times. This includes both inside and outside of the classroom.

10. Remain seated until the bell rings unless otherwise instructed by the teacher.

Please summarize the Summary of Classroom Expectations above: _____

Consequences for unmet expectations:

1st infraction- Verbal or written warning to student

2nd infraction- Call home and referral issued in writing to the student.

3rd infraction- Administrative referral.

These expectations and consequences will apply on a daily basis, without exception. However, any student who is blatantly disrespectful, or endangers the physical wellbeing of another, will immediately be referred to a school administrator.

Attendance and Tardiness

Attendance will be taken at the beginning of each class on a daily basis. If a student is tardy, they will need to sign in on a tardy sheet at the front of the classroom. School attendance and tardy policy will be enforced. Please review school policies for missed days and make up work.

Materials

Students are required to have the following materials in class every day.

1. A blue or black pen, a pencil and 3 colored highlighters (or more if you choose).
2. One 1-inch binder and tab dividers
2. The reading material or text being discussed (most of this is found in the textbook or provided by the teacher)
3. Your Independent Reading book
4. **Your** school-issued chromebook. ** If you prefer to take notes on paper, that is absolutely fine! However, please note that a good portion of material, especially essays, will need to be turned in electronically. *** Also note that open note assignments such as

in class essays, will require any digital notes be printed out AHEAD of class. You will not be able to use the internet during your timed writings, or access other programs on your computer.

5. Sticky notes in any size your prefer

School Grading Policy and Absenteeism

***As proofreading is a vital skill, any work with more than 5 proofreading errors per page will receive an automatic drop of a full letter grade.**

* If a student is absent, it is HIS OR HER responsibility to find out what was missed as soon as he or she returns. Canvas must be checked for any other posted work. Missed quizzes or tests will need to be made up upon return and scheduled with me. If a student does not seek make up work upon return, they will receive a 0. Please refer to the handbook for other questions.

*Students will have 4 weeks from return to complete missed work with the exception of assessments that were scheduled prior to their absence, which must be completed the day they return unless approved by me.

*Excused absences must be cleared by the attendance office and follow school policy for absenteeism.

*Any quizzes, tests or assignments announced in advance, are due the day an absent student returns to school or on another date that I designate.

*If work is late (whether it is excused or unexcused), it needs to be turned in on the late work folder for the week in which it is being submitted, not the week it was due in classwork. You will need to attach a doc with the name of the assignment, the date it was due and the reason it was late. Late work will be graded once per week at the end of the week. Please do not expect late work to be updated the day it is turned in. It will be updated by Friday night, the week it is turned in. **If your participation in extracurricular activities is dependent on the work being graded, get it in on time.**

*All work is to be turned in at the beginning of class on the designated due date. If on the occasion the work is not to be submitted via Canvas, there is a Turn-In bin for work in the classroom.

*After any test or paper, I give students the opportunity to regain lost points. If it is a test, they must find the correct answer from the text, write it down and use MLA format to correctly document where the answer was found. In the case of written assignments, they must complete all corrections and correct any errors in writing style, format or content. All test and written corrections must be turned in by the next school day with the original copy and the corrected copy. They will receive half credit back.

***Cheating and Plagiarism will result in an automatic 0 and revisions will not be allowed! Any subsequent offenses will result in another 0 and an administrative referral. Plagiarism applies to ANY degree of uncited, copied material. This could be an entire paper, an entire paragraph or a simple sentence.**

***I am always here to help, just ask. With reason and respect, I will be glad to work with you as much as possible. If you would like me to proofread anything prior to turning it in, you must bring me a draft at least 4 school days prior to the due date.**

Please summarize the School Grading Policy and Absenteeism above: _____

Evaluation and Assessment

A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below (not passing)

Course Work Categories
Classwork (20%)
Homework (10%)
Tests, Projects, Formal Writing, Exams (50%)
Finals (20%)

Student Responsibilities

Each student is responsible for bringing their materials to class everyday unless specified otherwise by myself. While students are always welcome to use class books, and dictionaries, they are responsible for returning them and using them respectfully and appropriately. I have many young adult literature and classic literature books they are welcome to read. **Parents, I am happy to provide reading material for independent reading times during class. I ask that you and your student be aware of what books they choose, and if there is specific content you do not wish your student to encounter, please indicate that below and I will do my best to help find books that do not contain such material.**

Course Overview

We will use a variety of novels, plays, short stories, poems and informational texts to explore the following themes and concepts. We will have in and out of class writings, debates, design visuals, create digital responses and platforms to express and promote our ideas, conduct a mock trial and learn how to read,

recognize ideas, and write from various points of view. Since 9th grade English is “World Literature,” we will be exploring a variety of types of literature.

Unit 1. 6 Thinking Hats

Students will learn about Edward DeBono’s 6 thinking hats of decision making and learn how to become better decision makers. Students will utilize this unit to learn how to identify and the importance of a variety of literary devices in fiction. Students will also determine the theme or central idea of a text and analyze its development; explain how meaning and tone are developed; identify and explain the purpose of a variety of literary devices; analyze the effects of relationships among structure, plot, and manipulation of time; analyze the impact of author’s choices; write to tell a story; use phrases and clauses effectively.

Unit 2. *Romeo & Juliet* / Literary Analysis

In this unit, students explore what it means to find and embrace one’s identity. Students will complete a play study for *Romeo and Juliet* by William Shakespeare. Students will cite evidence; use context clues to determine meaning; analyze how relationships among structure, plot, and manipulation of time create mystery, tension, or surprise; the impact of point of view in a text; context clues; write arguments; use parallel structures; analyze ideas and information through inquiry.

Unit 3. The Count of Monte Cristo

Students will cite evidence; analyze how characters and events are introduced and developed; determine figurative and connotative meanings of words; analyze the effects of author’s choices; use phrases and clauses; employ a critical stance to analyze patterns of evidence; and write argumentative texts.

Unit 4. The Odyssey, Research, and Literary Criticism

Students will determine the theme or central idea of a text and analyze its development; analyze the impact of author’s choices; analyze the impact of point of view; use parallel structures; examine historical, social, cultural, or political context; write to explain ideas.

Some of the major texts we will use may include:

1. *The Count of Monte Cristo* by Alexandre Dumas
2. *Romeo and Juliet* by William Shakespeare
3. *Six Thinking Hats* by Edward DeBono
4. *The Odyssey* by Homer

These assignments may be changed at any point as seen necessary for the course and students’ needs.

Please sign that you and your parents have read the syllabus and understand the content and requirements of this course. If you have any concerns please write them below.

Student name print_____

Student Signature_____ **Date**_____

Parent Signature_____ **Date**_____

Best contact information for parents:_____

Film permission

Throughout the semester, we will view the following films in part or whole as they are relevant to the material of the units.

1. **The Odyssey (1997 TV Mini-Series) rated PG-13**

2. **Romeo and Juliet (1968) rated PG**

Please indicate below whether your student has permission to view these films

Student name_____

Yes_____ **No**_____

Parent Signature_____ **Date**_____