



Academy for Excellence in Leadership

Mrs. C. Blissett, Principal

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English 9 Course Syllabus

Ms. Heuer

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Course Description: All curricula in English 9 will focus on bringing students up to and beyond the Common Core State Standards (CCSS) for grades 9 and 10 in reading, writing, listening and speaking, and language. Students will learn various methods of argumentation and rhetoric with an emphasis on using text-based evidence and meaningful commentary to defend a claim. Student writing and speaking (debate) will be integrated with their course readings. Students will explore a variety of perspectives, both through fiction and nonfiction. Embedded into the curriculum will be an examination of various non-print sources; students will make connections between primary source and other texts.

Course Objective: As a result of this course, students will be able to demonstrate their ability to:

- Engage with complex, rich literary and informational texts that stimulate deeper thought
- Learn various forms of rhetoric and argumentation that will be the basis of their writing and debate
- Explore various themes and narrative voices in American literary history in order to synthesize ideas into culminating essays
- Engage in research projects of various lengths and incorporate new ideas and knowledge into writing
- Promote an environment of academic integrity and pride in workmanship
- Promote meaningful independent reading and analysis of literature

Academic requirements for passing the course:

1. Classwork (*Informal Assessments, Effort & Practice, Stop & Jot, Talk Moves*) 30%
2. Mastery Work (*Essays, Papers*) 30%
3. Participation (*Group Presentations, Dialogue, Four Corners*) 20%
4. Exams/Quizzes 20%

A) **Attendance/Lateness:** Students are required to come to class every school day. Only absences due to illness or extenuating circumstances will be excused accompanied with a **doctor or parent's note**. Cutting or excessive lateness will result in serious consequences. **If a student is absent or late, he/she is expected to do work that was missed. Students understand that missing class work through lateness and/or absent will have a negative impact upon his/her class work grade. Student is responsible for getting his/her missing class work.**

A) **Classwork:** Students are required to be prepared for class. This includes a notebook or a loose-leaf binder, a folder, and blue or black pen. Positive, active participation in class is expected. Students must take notes in class. Students understand that poor classwork will have a negative impact upon his/her classwork grade that can result in a failing grade. Unfinished classwork will become homework and expected to be completed.

Rewards & Consequences:

Our learning community is like a family. We must respect our rights and responsibilities in order to have a productive and challenging year. *If you **CHOOSE** to be irresponsible and/or to violate the rights and responsibilities of our community there will be consequences.* I will try to be fair and consistent, but I consider one warning enough for minor violations. Serious violations of others' rights will result in serious consequences and immediate action with NO warnings.

Rewards: I give rewards for positive behavior and achievement. The actual rewards may vary but include: a good note/call home, movies, games, a special breakfast or lunch, and most importantly good grades and a true sense of accomplishment/growth!

Consequences: See AEL School Student Manual & NYC Discipline Codes for guidelines; however, calls home, mediation circles, and parent/teacher/student conferences, are all par for the course.

Writing Guidelines: All mastery work submitted for a grade must be typed. Typed work should be double-spaced using 12-point Times New Roman.

Routines: Routines are a critical part of our class. There are many of them, and students need to be in class to learn them. All students, upon entering the classroom, are required to immediately sit down and start the work at hand (generally an “E&P”).

Bathroom policy: There are NO bathroom passes given during the **first ten or last ten minutes** of class for ANY reason whatsoever.

Materials: You will need: a 3-ring binder, a pocket folder, pencil, black/blue pen, and loose leaf. In your binder you will need a section dedicated to English. You will need to keep a copy of this classroom contract and your beginning of the year goals in your English section. I **WILL** check your binder randomly, for a grade at times, and all of your papers must be neat and in order. There will be no sharing of materials amongst the students.

Policy of personal work:

- If and when you are given any written assignment and you, the student, copy from your classmates, the score will be “0” for both, the one providing you with the material and the one doing the copying.
- If and when you are given any written assignment and you copy from text books, internet, encyclopedia, magazine, or any other source that is not your own, and you pass this work as your own, the score will be a “0”. **DO NOT PLAIGERIZE!!!**
- If I, the teacher, have doubts as to the validity of your work I will do the following:
 - Test you on the spot on the material you have given me. If you fail to pass the test. You will either re-do the work in your own voice, or take the “0”.

Behavior Requirements for passing this class

1. One must be respectful to classmates, teacher(s), and their belongings.
2. You may have a snack (crackers, chips, or bite-size candy) and/or a beverage (water, juice), but if it becomes a distraction, no food will be permitted.
3. Raise hand to answer questions. Do not shout it out or over your peers.
4. If a student is caught cheating on an essay/paper, test, quiz, homework, or any kind of class work, no credit will be giving to the student for his/her work.
5. Only one individual can leave the room, to use the restroom, at a time, with permission.
6. No off-task technology use (YouTube, Spotify, Instagram, TikTok etc.)

Semester One: Rooted in Africa □ Black American Literature

Texts: “An African Fable” and The crops of Ancient Africa (from the BH365 curriculum), excerpts from articles on the African roots and influences on the culture and cuisine of the Americas, “Ain’t I a Woman” by Sojourner Truth, “For Women” by Talib Kweli, “The Rights to the Streets of Memphis” by Richard Wright, “Freedom’s Children” by Sheyann Webb, “My Dungeon Shook” by James Baldwin, and *The 13th* by Ava DuVernay

Formative Assessments: Stoplight writing and texts analysis

Summative Assessment: Argument / synthesis essay (on the EQ)

Semester Two: Latinx Literature

Texts: “A Genetics of Justice” by Julia Alvarez, “Poem for the Young White Man” by Lorna Dee Cervantes, Walkout (the film), “Myth of the Latin Woman” by Judith Ortiz Cofer

Formative Assessments: Stoplight writing and texts analysis

Summative Assessment: Argument / synthesis essay (What has a greater impact on one’s sense of self, internal or external conflicts?)

We are always available if you need additional help with assignments.

- *If you need help during the school day, you may request to set a meeting during your lunch period.*
- *You may email us for clarification on assignments, missed work, etc. We will generally reply within a few hours but please allow up to 24 hours for a response.*

○ *Email:*

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