



Teacher Name: Katelyn Mosti
Room: 506
School Phone #: (619) 585-2000
E-mail: Katelyn.Mosti@sweetwaterschools.org

Castle Park High School
Course Title: ENGLISH 9 & ENGLISH 9 ACCELERATED
This course satisfies the **1** credit for college readiness.

I have the privilege of teaching your students this school year and look forward to seeing their academic and personal growth. Thank you for taking the time to go over this syllabus with your student.

We will be using [Google Classroom](#) to access assignments and grades in class and to allow absent students access to education (EdCode 48205, 48913.5, 51745).

Google Classroom Join Code:

Period 1: **nzegfyy**

Period 2: **a2g7p3p**

Period 3: **lij2mqb**

Period 4: **dy7usgh**

Course Description

English 9 is aligned to the [California Common Core State Standards](#) and [ELA/ELD Framework](#). CA students' progress on meeting the state standards are assessed via [CAASPP](#) and [ELPAC](#) as well as district assessments.

Course Title:	
Course Description	<i>This course is an introductory English-level course for high school students. Students will be introduced to how to analyze and annotate expository and literary texts. Students who master English 9 and English 9 Accelerated will gain experience with critical thinking and will equip each student to write effective prose and dissect prompts. This course will develop skills in reading for comprehension (informational, non-fiction, fiction), literary terms/devices and identifying usage, vocabulary building, identifying text types, analyzing and responding to writing prompts, and multi-paragraph essay writing using the Es format. Open to Freshmen.</i>
Curriculum Emphasis	<i>English 9 and English 9 Accelerated emphasizes the skills of reading, writing, speaking, listening, and language. Students will read texts of various genres and use these same texts in writing assignments or presentations. Speaking and listening skill development will be encouraged in daily class participation, as well as technology-assisted activities. The aim of English 9 and English 9 Accelerated is to build-up on the skills students acquired in middle school to prepare them for the English 10 course the next school year.</i>

Units of Study

Semester	Themes/Topics	Texts *subject to change	District Assessments
1	-Academic Vocabulary -Informative and Explanatory Essay -Multiple Texts: Articles and short readings that support students in developing their knowledge and critical thinking. -4 E's Structure: Evidence, Explain, Example, Evaluation Text Integration: Students will read texts of various genres and use them in writing assignments or presentations related to the unit or topic for the class.	To support students in their learning process, we will utilize a variety of reading materials, including: • Articles • Short Stories • Books • HMH Grammar Practice (Grade 9) Workbook • HMH Into Literature (Grade 9) Textbook • Additional Text Materials These resources will help students develop their critical thinking skills and enhance their knowledge of English Language Arts. Students will read texts from various genres and apply their understanding in writing assignments and presentations. Daily class participation will encourage the development of speaking and listening skills. Additionally, technology-assisted activities will be incorporated to further engage students and support their learning.	Performance Task: Informative/Explanatory End-of-Course Exam (EOC)
2	-Argumentative/ persuasive Essays -Eight Parts of Speech -Book: Romeo and Juliet -Debates -Rhetorical Devices: Focus on Pathos, Ethos, and Logos Academic Vocabulary -4 E's Structure: Evidence, Explain, Example, Evaluation Multiple Texts: Use articles and short readings to support students in		Performance Task: Argumentative End-of-Course Exam (EOC)

*developing their
knowledge and critical
thinking.*

Course Materials

School-Issued Device Requirement: Fully-charge your laptop each night. Bring your laptop to class each period.

Textbook Requirement (online textbook and/or physical textbook): You are welcome to leave your HMH Grammar Practice (Grade 9) workbook and HMH Into Literature (Grade 9) textbook in the classroom. However, It is your responsibility to identify your workbook/textbook for class use. You are not allowed to use another student's workbook/textbook.

Class supplies and materials: Bring a pen and/or pencil to school each day. We will provide you a notebook; however, it is your responsibility to keep your notebook with you and bring to class each period.

Grading Policy and Expectations

Grades will be based on the total points earned for a variety of assessments, including: essays, individual and group presentations, class activities, homework, quizzes and tests, including the mid-term and final exam. Letter grades will be assigned at the end of the semester, based on a percentage scale.

Scholarship Grading Policy

A+	97%-100%
A	93%-96%, <i>exceeds</i> expected outcomes
A-	90% -92%
B+	87%-89%
B	83%-86%, <i>clearly</i> met expected outcomes
B-	80%-82%
C+	77%-79%
C	73%-76%, <i>adequately</i> met expected outcomes
C-	70%-72%
D+	67%-69%
D	63%-66%, <i>progressing</i> toward expected outcomes
D-	60%-62%
F	Below 60%, <i>fails</i> to meet expected outcomes

Citizenship Grading Policy (attendance, study skills, effort, classroom behavior, etc.)

A	Superior
B	Above Average
C	Average
D	Below Average
F	Unsatisfactory

Grading Categories:

Test/Quizzes	40%
In class assignments and homework	35%

Final test	20%
Participation	5%
TOTAL	100%

Citizenship Grades:

A citizenship grade is a formative assessment that includes all the work that leads to mastering a standard; it is detailed in the school-wide citizenship rubric. The following rubric will be used for citizenship grades:

A	B	C	D	F
On task at all times	On task most of the time	On task more of the time than off	Off task more often than not	Continually off task
Prepared for class all of the time	Prepared for class most of the time	Prepared for class more often than not	Unprepared for class	Always unprepared for class
Works well with peers and teacher all of the time	Works well with peers and teacher most of the time	Respectful of teacher and peers	Disrespectful at times	Disrespectful of peers and teacher more often than not
No negative behaviors	No negative behaviors	Very few disruptive behaviors	Frequent disruptive behaviors	Disrupts class regularly
Actively participates in class daily	Actively participates in class almost daily	Participates more than not	Little or no participation in class	No participation in class
Enhances the class by his or her presence	Sets a good behavior example in class	Responds when corrected	Questions authority	Continually questions authority
1 unexcused tardy or absence	2 unexcused tardies or absences	3 unexcused tardies or absences	4 unexcused tardies or absences	Any combination of unexcused tardies and truancies that totals 5 or more. (School policy)

Make-Up & Late Work Policy: Deadlines for assignments are indicated on each of the Google Classroom “Classwork.” Google Classroom also enables students to submit assignments even when absent from school. In cases of *excused* absences, students have the same number of days absent to **make-up** the missed

assignments. **Late work** will only be accepted when the student has communicated with the teacher. Late work is accepted up to 10 days after the due date with a 5% deduction per day. Also, weekends count as part of the 10 days. By policy, I do not accept any late work that is more than 10 days overdue. Submission of assignments will be closed on the Friday before the Progress Report/Semester Grade is due. It is the student's responsibility to ensure absence is excused, monitor grades, and communicate with the teacher if there are any concerns.

Independent Study:

Students who arrange for independent study contracts through the attendance office will be expected to submit missed assignments upon return and will have the same number of days that they have missed to submit missed assignments and assessments. This deadline will be established at the discretion of the teacher. Students will be expected to complete in-class assessments under the same conditions as other students in the course. Students will complete missed assessments upon return when possible. If additional time is needed, the additional time will be at the discretion of the teacher and may consider the length of time missed by the student.

Classroom Behavior Expectations

Attendance/Tardy Policy: See citizenship grading above. Excessive attendance/tardy will be reported to the Attendance Coordinator.

Class Start/End Procedures: Enter and exit the classroom in an orderly and safe manner. As soon as the class begins, students must be in their assigned seats. The teacher will dismiss the class, *not the bell*.

Cell Phone Policy: Cellphones are not school-issued devices and will not be utilized for learning. Students must turn-off or silence cell phones when entering the classroom and throughout the class. Cell Phones must be kept in bags or backpacks in the entirety of the class period. If the teacher *sees* or *hears* the cellphone, the teacher may confiscate the cellphone and return it to the student after-class. If a student is defiant about cellphone use, the device will be sent to the Main Office for parent/guardian pick-up and/or AP Referral will be issued.

Food & Drink Policy: Bottled water is allowed. Depending on the circumstance, ask the teacher if food or drink is allowed. It is the student's responsibility to put-away trash properly. If a student leaves trash behind, the privilege will be taken away.

Hall Pass Policy: Using the Hall Pass is a privilege and is at the discretion of the teacher. Students must sign-out/sign-in and leave his/her/their cell phone with the teacher. Students must use the school-issued lanyard Hall Pass. Students must return within 5 minutes or risk losing Hall Pass privileges. Communicate with the teacher regarding emergency cases.

AP Referral Policy: On the 1st offense, the teacher will redirect and remind the student of appropriate classroom behavior. A student-teacher conference outside the classroom may follow for the 2nd offense. On the 3rd offense, a parent/guardian phone call and/or message will follow in conjunction with submitting an AP Referral.

Support Systems

Tutoring: CPH Before-After School program, *Team Voice*, provides academic assistance at the **Library** on Wednesday and Friday from 3:45 to 6:00 PM. Academic assistance in **Room 708** on Monday, Tuesday, and Thursday is from 3:45 to 6:00 PM.

It is important for you to understand that completion of **all** assignments and **everyday attendance** significantly impacts your grade.

When it becomes evident that you are in danger of failing the course due to incomplete/ missing assignments or absences, I shall call your parent/guardian or send the parent/guardian a written report.

Additionally, it is expected that students behave appropriately and with respect at all times.

Good luck and do your best!

This syllabus is a contract among the teacher, student, and parent/guardian. Please make sure you have gone over it. If you have any questions, please feel free to call me or send me an e-mail.

WE have read and understood _____'s classroom and course policies. WE will honor these policies to the best of OUR abilities.

Should any concerns arise, WE understand that WE may request for a parent-teacher conference to resolve the issue/problem.

Student Signature: _____ Parent/Guardian Signature: _____

Date: _____

Parent/ Guardian Phone Number: _____

Student Signature: _____ Parent/Guardian Signature: _____

Date: _____

Parent/ Guardian Phone Number: _____