

**English 9 College Prep
Wall High School, Wall, NJ
2025-2026**

Teacher: Mrs. Rachel Miller & Ms. Joan Cocco (Period 6)

Email: rmiller@wallpublicschools.org & jcocco@wallpublicschools.org

Extra Help: B-Day during Unit Lunch in C7

Marking Period Dates:

| | |
|--|---|
| Marking Period 1 9/4/2025 - 11/5/2025 | Marking Period 3 1/27/2026 - 3/31/2026 |
| Marking Period 2 11/10/2025 - 1/16/2026 | Marking Period 4 4/1/2026 - 6/10/2026 |
| Midterm Exams 1/20/2026 - 1/26/2026 | Final Exams 6/11/2026 - 6/18/2026 |

Course Description

This English course exposes freshmen to various texts and writing modes while honing speaking and listening skills. Students garner and improve upon emerging critical thinking skills required at the secondary level by interacting with and producing a variety of texts around a “coming-of-age” theme. The units in this course alternate between reading-focused and writing-focused units. Reading units include literature, short stories, literary nonfiction, drama, and poetry. Writing units include process pieces in the argument (literary analysis), information (the research paper), and narrative (flash fiction) modes with attention to varying contexts and audiences. Vocabulary and grammar instruction are infused in the units of study.

Classroom Expectations

Class Norms (from Parent/Student Handbook):

1. Prepare yourself mentally and physically for the process of learning.
2. Demonstrate respect for people and property.
3. Take responsibility for your own behavior and learning.
4. Use time and other resources responsibly.
5. Share responsibilities when working as members of a group.
6. Meet the unique requirements of each class.
7. Monitor your own progress toward objectives.
8. Communicate with your parents/guardians and school personnel about school-related matters.

Materials & Available Resources

Class Supplies

Please bring to class with you...

- A spiral notebook and binder/folder.
- A writing utensil.
- The text(s) we're studying.
 - See textbooks listed in Course Textbooks.
 - See resources in each unit of study.
- A Chromebook and charger.
- Google Classroom is integral to our course. Please make sure you and your parents/guardians have access to Google Classroom

Other Resources

[Wall High School Media Center](#)

[Wall High School Guidance Department](#)

Google Classroom Code:

- English 9 Period 1: **7if5jsmv**
- English 9 Period 6: **rsizwsb2**

CommonLit Code:

- English 9 Period 1: **EG93C8JB**
- English 9 Period 6: **FPWEUMMD**

Grading

Grading Breakdown

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

Marking Period Category Percentages

| Category | Percentage |
|--------------------|------------|
| Major Assessments | 50% |
| Minor Assessments | 30% |
| Homework/Classwork | 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% |

| Transcript Mark | Numerical Grade Range | College Prep Quality Points | Honors Quality Points | AP/Dual Enrollment Quality Points |
|-----------------|-----------------------|-----------------------------|-----------------------|-----------------------------------|
| A+ | 97 - 100 | 4.33 | 4.83 | 5.33 |
| A | 93 - 96 | 4.0 | 4.5 | 5.0 |
| A- | 90 - 92 | 3.67 | 4.17 | 4.67 |
| B+ | 87 - 89 | 3.33 | 3.83 | 4.33 |
| B | 83 - 86 | 3.0 | 3.5 | 4.0 |
| B- | 80 - 82 | 2.67 | 3.17 | 3.67 |
| C+ | 77 - 79 | 2.33 | 2.83 | 3.33 |
| C | 73 - 76 | 2.0 | 2.5 | 3.0 |
| C- | 70 - 72 | 1.67 | 2.17 | 2.67 |
| D | 60 - 69 | 1.0 | 1.5 | 2.0 |
| F | Below 60 | 0 | 0 | 0 |

Units of Study

Marking Period 1*

| Big Ideas | Topics/Themes/Concepts | Activities & Assessments | Timeline (Estimated Number of Class Periods) |
|--|---|--|--|
| Unit 1: “Like Being a Caterpillar in a Cocoon” | NJSLS Reading Literature Domain <i>To Kill a Mockingbird</i> by Harper Lee and supplemental texts | Reading, direct instruction whole class and small group discussions, Socratic Seminar, small group work, debate, film analysis, close reading and annotations, presentations, vocabulary and grammar work Traditional unit test Project-based assessment | Estimated Instructional Periods: 25 |
| Unit 2: “Finding Your Voice” - Writing Argument | NJSLS Writing Argument Domain Read, analyze, and write about various short stories of student choice | Writing Process Writer’s Workshop Individual and Peer Conferences Literary Analysis/ Argument Essay | Estimated Instructional Periods: 15 |

*Subject to revision

Marking Period 2*

| Big Ideas | Topics/Themes/Concepts | Activities & Assessments | Timeline (Estimated Number of Class Periods) |
|-----------|------------------------|--------------------------|--|
|-----------|------------------------|--------------------------|--|

| | | | |
|---|--|---|-------------------------------------|
| Unit 3: “Facing Adversity, Part 1” | <p>NJSLS Reading Information Domain</p> <p><i>Night</i> by Elie Wiesel and supplemental texts</p> | <p>Reading, direct instruction, whole class and small group discussions, Socratic Seminar, small group work, debate, close reading and annotations, presentations, vocabulary and grammar work</p> <p>Traditional unit test</p> <p>Project-based assessment</p> | Estimated Instructional Periods: 15 |
| Unit 4: “Facing Adversity, Part 2” | <p>NJSLS Writing Information Domain</p> <p>Read, summarize, synthesize, and write about various informational texts around student-generated research questions.</p> | <p>Writing Process</p> <p>Research Process</p> <p>Writer’s Workshop</p> <p>Library Media Center dates</p> <p>Individual and Peer Conferences</p> <p>The research-based informational essay</p> | Estimated Instructional Periods: 25 |

**Subject to revision*

Midterm Exams: TBD

Marking Period 3*

| Big Ideas | Topics/Themes/Concepts | Activities & Assessments | Timeline (Estimated Number of Class Periods) |
|--|---|---|---|
| Unit 5: “The Journey to Self-Discovery” | <p>NJSLS Reading Literature Domain</p> <p><i>The House on Mango Street</i> by Sandra Cisneros and supplemental materials.</p> | <p>Reading, direct instruction, whole class and small group discussions, Socratic Seminar, small group work, debate, close reading and annotations,</p> | Estimated Instructional Periods: 25 |

| | | | |
|--|--|--|-------------------------------------|
| | | presentations, vocabulary and grammar work Traditional unit test Project-based assessment | |
| Unit 6: “The Role of Imagination in Growing Up” | NJSLS Writing Narrative Domain Read flash fiction mentor texts and write in the style of the genre. | Writing Process Writer’s Workshop Individual and Peer Conferences Flash Fiction/ Narrative essay | Estimated Instructional Periods: 15 |

**Subject to revision*

Marking Period 4*

| Big Ideas | Topics/Themes/Concepts | Activities & Assessments | Timeline (Estimated Number of Class Periods) |
|--|--|---|---|
| Unit 7: “Navigating Emotions” | NJSLS Reading Literature Domain & Writing Narrative Domain Read, listen to, analyze, discuss, write, and perform in the style of myriad poems, both teacher and student-selected. | Poetry reading, writing, and listening; direct instruction, whole class and small group discussions, Socratic Seminar, small group work, debate, performance, close reading and annotations, presentations, vocabulary and grammar work Poem Mimicry Project & Performance | Estimated Instructional Periods: 15 |
| Unit 8: “Forging Your Own Identity” | NJSLS Reading Literature Domain <i>The Tragedy of Romeo and</i> | Reading, direct instruction, whole class and small group discussions, Socratic | Estimated Instructional Periods: 25 |

| | | | |
|--|---|---|--|
| | <i>Juliet</i> by William Shakespeare and supplemental materials | Seminar, small group work, debate, film analysis, performance, close reading and annotations, presentations, vocabulary and grammar work Traditional unit test Project-based assessment | |
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**Subject to revision*

Final Exams: June 11-18, 2026

Policies

Late Work:

- **Homework:** Homework assignments that are not completed on their due date (not due to absence) will lose ½ credit. Homework assignments are not accepted after two class periods from the due date. In the event that homework answers are reviewed in class before you submit your homework, you will not receive late credit. I will alert you in this latter scenario.
- **“Test” and “Quiz” Grade Assignments:** Assignments weighted in either of these two categories will lose 5 points each day they are late (not due to absence).
- **Google Classroom Submissions** that are marked as “missing” are considered late even if the student’s assignment is attached to the submission category. It is the student’s responsibility to indicate that an assignment is completed by selecting “submit” on Google Classroom.

Late to Class (from Parent/Student Handbook):

- If a student has been held in the office or by a teacher, they should ask for a pass before going to their next class. Students must report to their scheduled class and obtain a pass before reporting to the nurse, guidance office or main office.
- A student who arrives late to class without permission, between five (4) and nineteen (19) minutes after the bell, is considered to have engaged in hall roaming.
- A cut is defined as missing class without permission (after arriving at school) from scheduled periods. Being tardy twenty (20) minutes or more from a scheduled period is also considered a cut.

Absenteeism & Make-Up Work (from Parent/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. 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

Extensions on Assignments: There are times when you may need an extension due to personal circumstances. When appropriate, please request an extension in writing (via email) at least 48 hours in advance of the due date. Extensions are not guaranteed but are dealt with on a case-by-case basis. I reserve the right to refuse an extension request.

Cellular Phones (from Parent/ Student Handbook): In order to reduce distractions and disruptions in the classroom and to increase student focus and engagement, each student is required to place their cell phone in the classroom phone caddy at the beginning of each instructional period. The cell phones will remain in the phone caddy until the end of the period when the teacher allows students to retrieve their phones. Students may not retrieve phones when going to the bathroom, nurse, guidance, etc.

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| <u>Plagiarism and Academic Dishonesty (from Parent/ Student Handbook):</u> |
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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.)

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.

District Policy 2365: Acceptable Use of Generative Artificial Intelligence

The Board of Education recognizes the use of artificial intelligence (AI) may result in increased and enhanced learning opportunities for students in the school district. The Board adopts this Policy to provide guidelines and expectations for student use of generative AI.

For the purpose of this Policy, “AI” means all types of generative AI technologies that create new content or outputs from a prompt to produce text, images, videos, or music.

For the purpose of this Policy, “AI tools” means software applications and platforms that utilize AI technologies to perform specific tasks and solve problems that typically require human intelligence.

For the purpose of this Policy, “assignment” means any task or work required of a student as part of a student’s educational and co-curriculum program in the district.

The Board recognizes the potential of AI tools to enhance and transform a student’s educational and co-curricular experience in the district. However, AI tools are not inherently knowledgeable and are trained from large amounts of data collected from various sources. Outputs generated by an AI tool may be inaccurate, inappropriate, or incomplete. Therefore, to ensure the responsible use of AI and to maintain academic integrity, students shall be required to comply with the district’s Acceptable Use of Generative Artificial Intelligence Plan (AI Plan) that will include proper citation and/or documentation methods to support the content provided by an AI tool in a student assignment.

The Superintendent or designee(s) will oversee the use of all AI tools in the district.

The Superintendent or designee(s), in consultation with district staff, shall develop the district’s AI Plan (R2365).

The district’s AI Plan will include details addressing the following issues:

1. A list of the schools, departments, and/or grade level(s) in the district where a staff member is authorized to permit student use of AI in assignments;
2. An explanation on when, how, and to what extent a staff member may permit a student to use AI in assignments;
3. A procedure that requires each staff member authorized to permit students to use AI in assignments to inform the students at the time of the assignment the conditions in which AI may be used;
4. A procedure for the Superintendent or designee(s) in the district to approve and review the use of AI tools and a process to ensure strategies will be implemented in the district to address any issues regarding student use of AI in assignments. This may include, but not be limited to, areas such as academic integrity, bias, inaccuracy/misinformation, copyright/licensing unknowns, privacy violations, and equity of access;
5. A procedure to inform parents and receive parental consent in the beginning of each school year for the student to be permitted to use AI for assignments in accordance with this Policy and the district’s AI Plan;

6. A list of prohibited uses of AI that violate this Policy or the district's Code of Student Conduct, which may include any use of AI which does not align with the conditions set when the assignment was provided to the student; using AI to complete an assignment in a way that falsely represents the assignment as the student's own; using AI to purposefully create misinformation or to misrepresent others with the intent of harming, bullying, or intimidating an individual(s); using AI with confidential student or staff personal information; and other prohibited behaviors and/or conduct listed in Policy and Regulation 2361 – Acceptable Use of Computer Networks/ Computers and Resources;
7. A list of consequences if a student violates any provision of this Policy or AI Plan which may include, but not be limited to, the consequences listed in Policy and Regulation 2361 – Acceptable Use of Computer Networks/Computers and Resources or Policy and Regulation 5600 – Student Discipline/Code of Conduct;
8. A procedure where the designee(s) in the district, supervisors, administrative staff members, and other staff members review the procedures used in determining the activities where AI may be permitted to be used by students to ensure staff members are implementing AI procedures in accordance with this Policy and the district's AI Plan;
9. An approved list of AI platforms that may be used by students in assignments;
10. A procedure to be used by a staff member to address suspected plagiarism or academic dishonesty using AI in a student's assignment in accordance with the provisions of Policy 5701;
11. A procedure to ensure a student accused of any alleged violation of the provisions of this Policy or the district's AI Plan is provided appropriate due process before making a final determination on the student's conduct in accordance with the provisions of Policy and Regulation 5600 – Student Discipline/Code of Conduct;
12. The method(s) or format(s) to be used by students on how to cite or document content generated from any AI platform that is used in an assignment.

The district's AI Plan will be reviewed and/or revised as needed.

In the event the Superintendent determines a provision(s) of this Policy or the district's AI Plan becomes inapplicable, inappropriate, undesirable, and/or irrelevant for any reason in the school setting, the Superintendent may revise or suspend a provision(s) of this Policy or the district's AI Plan. In such case, the Superintendent will report to the Board the reason for the revision or suspension and recommend the Board ratify the Superintendent's actions.

Adopted: June 10, 2025

September 2025

Parents & Guardians,

Please sign, detach, and return the last page of this syllabus.

Film List

At times, students may be tasked with critically analyzing film as text. The list below indicates the title and rating of each film that may be used in the curriculum. If you object to your child viewing any of the following, please email me at rmiller@wallpublicschools.org and an alternate academic assignment will be provided for your child on the day of showing.

- Robert Mulligan's *To Kill a Mockingbird* (1968), Not Rated.
- New Dimension Media's *Elie Wiesel* (2007), Documentary rated 7+
- Luhrman's *Romeo + Juliet* (1996), Rated PG-13 for violence and sexual content.
- Franco Zeffirelli's *Romeo and Juliet* (1968), TV-14 for some brief nudity.

Course Syllabus Agreement & Film Permission

Please sign, date, and return the following to acknowledge the information and policies included in the English 9 2025-2026 course syllabus. Additionally, your signatures indicate that you acknowledge and approve of your child viewing the films/media on the list above. If you have any questions or concerns about the course or film list, please contact me at rmiller@wallpublicschools.org.

Student Name (Print): _____

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____