

Course Syllabus

I. Course Goals

9 College Prep English is designed to help you develop an appreciation for literature and nonfiction texts and to strengthen your reading, writing, speaking, and listening skills. Throughout the year, you will be required to close read various texts and engage in deeper and more challenging analysis. A strong emphasis will be placed on higher level thinking skills, writing in the form of constructed responses, and preparation for next year's Literature Keystone exam.

II. Course Overview

In addition to the assessments listed below, each unit will incorporate grades on participation, vocabulary practice, reading quizzes and tests, and standardized test prep. Most of the assignments will be completed through BlackBoard or your Pearson Workbook. Some units may not be fully covered due to timing restrictions.

Unit Title	Texts Studied	Major Assessments
Course Introduction / Summer Reading	Various chosen texts	Written assessments
American Voices/ Elements of Fiction, Nonfiction, and Poetry	Selections from <i>myPerspectives</i> including "Music for My Mother," "A Quilt of a Country," "The Immigrant Contribution," and selected poems Excerpts: "With a Little Help From My Friends" from <i>Funny in Farsi</i> by Firoozeh Dumas (Memoir) "Rules of the Game" from Amy Tan's <i>The Joy Luck Club</i> (Fiction)	Close reading and analysis assignments Constructed responses that focus on the main idea and compare/contrast Reading quizzes
Literature of the Civil Rights	Selections from <i>myPerspectives</i> "1963: The Year that Changed Everything" "I Have a Dream" and "Letter from Birmingham Jail" by Dr. Martin Luther King Jr. "Incident" by Natasha Trethewey (Poem) Research Paper	Close reading and analysis assignments Constructed responses that focus on the main idea, rhetoric, and evidence based claims Research Paper
Symbolism and Allegory	Selections from <i>myPerspectives</i> including "Caged Bird" by Maya Angelou and "Hope is a thing with Feathers" by Emily Dickinson (Poetry) <i>Animal Farm</i> by George Orwell (Excerpt)	Close reading and analysis assignments Constructed responses that focus on the elements of poetry, symbolism, and allegory
Star-Crossed Lovers/ Elements of Drama	"The Tragedy of Romeo and Juliet" by W. Shakespeare "Annabel Lee" by Edgar Allen Poe (Poem)	Close reading and analysis assignments Constructed responses that focus on characterization, elements of drama, and poetic devices
Journeys of Transformation/ Epic Poetry	<i>Odyssey</i> by Homer	Close reading and analysis assignments Constructed responses that focus on elements of epic poetry

End of Year Wrap-up /	Reflection on personal growth	Metacognitive skills and reflection
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* Denotes ALA "frequently challenged" text

III. Course Materials

You are required to have the following in class each day: your *charged* iPad, a designated place for course handouts and materials, and a copy of the current assigned text. You will have your own fillable paperback copy of the course textbook (*myPerspectives* ELA National, Grade 9) as well as access to the online version on the Savvas Realize platform.

IV. Behavioral Expectations

Every day I expect you to:

- Arrive promptly with the necessary materials, put forth your best effort, and stay on task until you are excused.
- Demonstrate respect for the ideas, rights, and property of others.
- Refrain from using your cell phone during class and keep it out of sight.
- Utilize iPads and other technology for educational purposes only.
- Follow all other policies in the student handbook while in English class.

V. Preparation for Class

Please remember that as a College Prep student, it is your duty to stay on track in and out of class, take appropriate notes, manage your time, adhere to due dates, and alert me immediately to any issues that hinder your performance in the course. You should consistently reference marking period calendars posted on Blackboard and expect to have homework often. Homework will mainly consist of reading but will often include written analysis. In addition to announced assignments, you should expect *unannounced* reading quizzes.

Unless otherwise instructed, all homework is to be submitted prior to the beginning of the class period. It is your responsibility to ensure that I receive assignments on time in order to avoid the late penalties outlined in the student handbook (and below). Beware that technology mishaps are not a valid excuse for lateness.

V. Absence from Class

Regular attendance is crucial for success. The following policies and guidelines will be implemented throughout the entire year.

- If you are absent, you are expected to check the marking period calendars and files on Blackboard so you can access the content from class and catch up *before* returning.
- It is your responsibility to ask me for clarification if needed and submit work promptly.
- Any student who misses a test/quiz will receive an immediate zero in the gradebook until the test/quiz is completed.
- If you are absent for three or more consecutive days of school or are having an issue that requires extended time on assignments, please see me as soon as possible to work out an adapted schedule.

VIII. Late Policy

The following information comes from the building policy given to ALL teachers:

- Homework (10%) - any late submission is a zero. All homework must be submitted prior to class.
- Formative (20%) - one day late receives 50% deduction; after one day no credit.
- Performance (70%) - one day late receives 10% deduction; after one day 50% deduction
- All tests/quizzes must be made up by the end of the quarter *at the latest*.
- Some adjustments may be deemed necessary in accordance with the student's IEP or 504 plan.

VI. Plagiarism

Any kind or amount of plagiarism will result in a permanent zero. The exchange of assignments will earn both you and the person whose work you copied a zero.

VII. Help Sessions

Before analysis papers or large assignments are due, I will post a series of help session dates. If you ever need assistance outside of these timeframes, do not hesitate to make an appointment or email me with specific questions.

VIII. Proper Communication Etiquette

Please adhere to the proper emailing etiquette when contacting your teacher (all teachers, in fact). Your email must contain the following: Salutation, Full sentences, Specific Question/s, Closing, Your Name and Class Period.