**2024-2025 Ninth Grade ELA Syllabus (Gifted/Honors Included as well.)**

**Disclaimer: This is the proposed syllabus for this class, but it may be changed/altered as needed.**

**Instructor: Robert L. Jackson (jacksro@boe.richmond.k12.ga.us)**

My Goal for each student: To **TEACH** you, to **INSPIRE** you, to **HELP YOU GROW**

2017-2018 STAR Teacher and Golden Bell Recipient

2020-2022 CCHS Teacher of the Year

2022 Top 5 Finalist for RCBOE Teacher of the Year

**Phone:** 706-772-8140 **Availability:** 2:30pm-3:15 pm Monday-Wednesday. Please call guidance if you wish to arrange a meeting. Other meeting times may be available due to scheduling conflicts. I try to answer emails daily during school hours.

**Tutoring Schedule**: I am available on Monday, Tuesday, and Wednesday from 2:30 pm until 3:15 pm. Please check and make sure that I am available before you plan to stay. Also, please make sure that a reliable source of transportation is available as Mr. Jackson is NOT allowed to transport students.

**Required Materials: notebook**, loose leaf paper, pens (blue or black), pencils, highlighters, computer to use at home and school as needed with internet access. (The internet will be vital due to Canvas learning modules.) Please be reminded that each child has the capability of having a computer issued to him/her through our Media Center. Therefore, teachers do NOT have classroom computers available for student use. We have consumable textbooks, so each child will have his/her copy to be kept in the classroom. The books may be taken home, but Mr. Jackson will not be help responsible for them if they are misplaced, lost, or stolen, etc. Extra copies may not be available.

Course Description

**Because of the flexibility of English Language Arts course offerings at the high school level, the GSE for grades 9 through 12 is organized into grade bands comprised of 9-10 and 11-12. The 9-12 standards define what students should understand and be able to do by the end of each grade band. As** **students progress towards the successful culmination of their high school careers, they will consolidate and internalize all of the skills instilled through the full progression of the GSE. High school students will employ strong, thorough, and explicit textual evidence in their literary analyses and technical research. They will understand the development of multiple ideas through details and structure and track the development of complex characters and advanced elements of plot such as frame narratives and parallel storylines. Student writing will reflect the ability to argue effectively, employing the structure, evidence, and rhetoric necessary in the composition of effective, persuasive texts. Students will be able to construct college-ready research papers of significant length in accordance with the guidelines of standard format styles such as APA and MLA. Students in high school will have built strong and varied vocabularies across multiple content areas, including technical subjects. They will skillfully employ rhetoric and figurative language, purposefully construct tone and mood, and identify lapses in reason or ambiguities in texts. Students will recognize nuances of meaning imparted by mode of presentation, whether it is live drama, spoken work, digital media, film, dance, or fine art. Confident familiarity with important foundational documents from American history and from the development of literature over time will accrue before the end of grade 12. Students will graduate with the fully developed ability to communicate in multiple modes of discourse, demonstrating a strong command of the rules of Standard English. Complexity levels are assessed based upon a variety of indicators. Course Description**

**Course of Study**

Textbook: **HMH Into Literature:** Please note that each student will be issued a consumable copy of the copy, as well as they will be given instructions on how to assess the book in an online version as well. The icon for the textbook will be on each student’s launchpad for easier access. It is the student’s responsibility to keep track of his/her consumable book. If the consumable book is lost, the student will have to access everything online.

**Class Rules**

1. Respect yourself, others, and your Surroundings. **No** eating, drinking, or chewing gum is allowed. No sleeping in class is allowed. Please raise your hand to speak or to get out of your seat. Students may have bottled, clear water in class. If it is anything other than clear, it is NOT allowed.
2. Be on Time. You must be in your assigned seat **BEFORE** the bell rings. If you come to class and ask to go to the restroom, you must be back before the bell rings, or you will be counted tardy. I will give you a tardy if a teacher sends you to my class with a note if I have not been pre warned of your tardiness. NO passes will be issued the first 15 or the last 15 minutes of class per school policy.
3. MIND YOUR OWN BUSINESS. Please do not use my class time to spread rumors or gossip. Always remain on task!
4. Simply do what is right. We have a great deal of work to do, so we must curtail excuses for not doing what we know we should do.
5. Cell phones are not allowed during the work period. And by no means should one answer a call during class time. Parents may call the front office if they need to reach you during school hours. Cell phones are prohibited during all testing times and can in fact invalidate certain test results.

**The following items have been extracted from the IHA-R: Grading Systems-Administrative Procedures**

**Discipline Policy (Conduct)**

Conduct is important in a school setting and important to the learning environment. Misconduct should be addressed with appropriate prescribed school and/or school system consequences in an effort to improve the behavior and to maintain a positive learning environment for all students. Misconduct should not be reflected in a student’s academic grade. With the above in mind, we will address many issues in the classroom before involving office personnel. I will offer a verbal warning first. If this does not help, I will make parental contact to discuss the issue. If the problem is still unresolved and continues to disrupt the learning environment, I will refer the student to the appropriate principal.

**Academic Dishonesty**

The Student Code of Conduct, Rule 1(A)(t), states that no student shall cheat, alter records, plagiarize, receive unauthorized assistance or assist another in any type of academic dishonesty. The determination that a student has engaged in academic dishonesty will be based on the judgment of the classroom teacher and a supervising administrator, taking into consideration any written materials, observation, or information from witnesses. Students found to have engaged in academic dishonesty will be subject to disciplinary actions as outlined in the Student Code of Conduct. Additionally, the task may be entered as incomplete, and the student required to redo the assignment or retake the assessment**. The use of any AI will be considered as a form of academic dishonesty and will not be eligible to be used as a grade and will result in a score pf zero. If it is determined that students copied each other’s work, both students will receive a grade of zero.**

**Late Work**

Late work is defined as assignments that are submitted after the specified deadline. This does not apply to work submitted late due to absence from school. Students are expected to submit assignments on time. Multiple incidents of late work may result in teacher-student-parent conferences to examine and correct the student’s work habits. Graded assignments that are submitted late should be scored to accurately reflect the level of mastery of standards. **Per RCBOE policy, late work will be accepted within a one-week period in which five points will be deducted for each day that the work is late. After one week, the acceptance of the work is at teacher discretion. I do NOT plan on accepting any work after the one-week period unless a verifiable circumstance has existed.**

**Make-up Work**

Students are expected to make-up assignments and assessments that were missed due to absence from school. Students are responsible for asking teachers for the make-up work upon returning to class. Make-up work should be completed by the student within the time specified by the teacher. Teachers should provide reasonable timelines for completing make-up work. Generally, such work should be completed within 5 days of returning to school. A student should not be required to take a quiz or test on their first day back to school if the assessment was first announced during their absence. Graded assignments should be scored to accurately reflect the level of mastery of standards. Assignments will remain open for a two-week period. Please make sure that your work is submitted prior to that time period. A grade of MISSING will be entered, and it will calculate as a zero.

Release & Assess (R&R) Procedures

Certain assignments will be eligible for a retake or do over. Exams, CMAs, etc. are NOT allowed to be redone. The parent/child much present a valid request through Mr. Jackson asking permission to redo the work. In some situations, the work will not be allowed to be redone. All assignments must be redone within a one-week period.

**Accommodations and Modifications**

1. Accommodations are changes in instruction that enable students to demonstrate their classroom abilities. They provide equity, not advantage. Appropriate accommodation for students with disabilities does not reduce or lower the standards or expectations for content and does not invalidate assessment results. Therefore, students with accommodations may earn the same credit as those not receiving accommodations. Accommodations will adhere to the State Special Education Accommodations Manual and the decisions of the IEP/504 Team. ELL (English Language Learner) teachers will follow the accommodations found in the Student Assessment Handbook and the Accessibility & Accommodations Manual.

 2. Modifications according to the IEP or 504 Plans are alterations that change or reduce learning expectations. These modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications could adversely affect students throughout their educational career. Modifications on statewide assessments may invalidate the results and may not be appropriate or allowed on statewide assessments. The report card will designate modified curriculum by the assigned special education-designated course number.

**Grade Reporting Cycle**

1. Teachers should enter grades in the Infinite Campus gradebook on a weekly basis throughout the semester. This allows students and parents to have continuous access to current student grades 2. Each semester represents an 18-week grading period.
* **Progress Report 1** will be issued at the end of the first 6-weeks.
* **Progress Report 2** will be issued at the end of 12-weeks.
* **Semester Report Card** will be issued at the end of the 18-weeks grading period.

 **Parent Conferences**

All parent conferences should be scheduled through our guidance office. They are most often held on Tuesday afternoons. Teachers cannot meet during school time unless prior arrangements have been made. I will answer your emails and /or calls in a timely manner during school time. Parents are also encouraged to attend Open House and any other events to be given an update on your child’s educational success as well as attendance and discipline. I do allow school day classroom visits if they have been scheduled through the front office as required.

**Academic Grading Scale**

|  |  |
| --- | --- |
| **A** | **Represents an average of 90-100.** |
| **B** | **Represents an average of 80-89.** |
| **C** | **Represents an average of 75-79.** |
| **D** | **Represents an average of 70-74.**  |
| **F** | **Represents an average of below 70.** |

**High School Academic Grade Reporting.**

**High school student performance will be recorded and reported in all courses by numerical grades, based on a 100-point scale.**

1. **Calculation of Final Grades**

**Final grades will be determined by the cumulative semester average using the following criteria**

* **Minor Grades = 60%**

**Examples include quizzes, labs, and other graded assignments to assess certain standards in a unit of study. Minimum number of minor grades per 6-week progress report period = 5.**

* **Major Grades = 40%**

**Examples include unit tests, essays, research papers, project-based assignments and other culminating assessments to measure mastery of standards that comprise a unit of study. Minimum number of major grades per 6-week progress report period = 2.**

**Exams**

**Exams are normally able to be exempted if the student has maintained an overall average of 90 in the course. Please do not ask for additional work in order to raise the average to 90. If the student is exempted from the exam, parents will normally be notified appropriately, and the student is not required to report to the exempted class on the day the exam is taken. The student will NOT be marked absent if he/she has been exempted. If the student** **did not exempt and does not report for the exam, A grade of zero will be issued until the student has successfully completed the exam. Additional information on this matter will be distributed schoolwide later.**

**Homework**

Teachers are not required to assign homework. However, when assigned on an as needed basis, homework can be a valuable part of the instructional process. It allows students to practice what has been taught; it lets parents see what students are learning and where they are in their level of understanding, and it gives teachers the opportunity to provide useful feedback to students.

**Abbreviated Pacing Guide**

**NOTE: This is a suggested period for study and may need to be adjusted due to events beyond our control. Reading selections may be altered as needed to accommodate student needs. Abbreviated versions of some readings are utilized for various skill sets such as annotation, etc. Our curriculum is approved by RCBOE. Any problems with the curriculum content should be addressed to the CCHS Administration or Mrs. Rhonda Mathis at the RCBOE office. Mr. Jackson may choose additional literary pieces if that piece could address a specific standard. . The following unit titles are taken directly from the textbook. Reading selections may vary due to time restraints, etc. It must be remembered that students are to be taught the standards, and not specific pieces of literature.**

**Buffer: 6 days: August 6th – 12th**

**Unit 1: 25 days: Central Ideas: August 13th – September 17th**

**Buffer: 5 days: September 18th – 24th**

**Unit 2: Development of Characters/Ideas: 25 days: September 25th - November 1st**

**Buffer: 5 days: November 4th – 8th**

**Unit 3: Author’s Choice: 22 days: November 12th – December- 18th**

**Buffer: 2 days: November 12th – December 18th : 2 days January 6th – 7th**

**Unit 4: Development of Characters/Ideas: 20 days: January 8th – February 5th**

**Buffer: 5 days: February 6th – 12th**

**Unit 5: Point of View: 20 days: February 13tth – March 14th-**

**Review Unit: 18 days: April 20th – May 22nd**

**NWEA Map Screener**

**NWEA Map provides us with a student’s reading Lexile level. It allows the teacher to make sure that students are reading on or above grade level. If a student needs reading intervention, it will be given as needed. The dates are:**

**Beginning of Year Universal Screener: August 12th – August 30th**

**Middle of Year Universal Screener: December 9th – December 20th**

**End of Year Universal Screener: April 1st – May 2nd**

**Parent Communication**

I will do my best to contact you before a problem becomes serious, if I have the necessary numbers or email addresses in order to contact you. Please make sure that you provide any updated information on Infinite Campus to our Data Clerk. We also need to be made aware of those individuals with whom we may share information. If a person’s name is listed under your contacts, I will contact them as needed if I cannot contact a parent or guardian first. Again, please check Infinite Campus to make sure that the people listed are still valid forms of contact.

**Remind**

I will use Remind to post announcements and reminders as needed. I will provide the code on the first day of class. Parents are welcome to sign up for Remind as well as students. I will use Remind for announcements of assignments and upcoming events.

Return to Mr. Jackson

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_\_\_\_\_

**Please esure that you have access to Canvas access through RCBOE. Announcements and assignments will be sent through this portal.**

* **I have access to Canvas: \_\_\_\_\_\_\_\_\_\_ (parent initial)**  **\_\_\_\_\_\_\_\_\_\_ (Student initial)**

 **Computer Usage: I agree that I have a computer to use in this class.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent Initial \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Student Initial**

**I have signed up for Remind. Com using the code provided by Mr. Jackson.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Parent Initial \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Initial**

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I have read the attached syllabus. I also understand the Academic Dishonestly policy set by RCBOE. I also understand that failure to provide the correct contact information will result in Mr. Jackson not being to reach me as needed. I have also reviewed the contact information of those people listed on Infinite Campus. I agree to contact Mrs. Georgia Jenkins, CCHS Registrar, in case any revisions need to be made. I will NOT hold Mr. Jackson accountable for any errors that I failed to correct as needed.

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**Parental/Guardian Signature** **Date**

Cell Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Relationship: \_\_\_\_\_\_\_\_\_\_\_\_\_

Cell Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Relationship: \_\_\_\_\_\_\_\_\_\_\_\_

Parent Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Medical Issues/Concerns: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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