

**T.W. Josey High School**

**9th Grade English Literature and Composition**

**Course Syllabus**

**2022 - 2023**

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| **Teacher(s): MS. STEPHANIE GARRETT** | **Email: garrest@boe.richmond.k12.ga.us** |
| **Room Number: 305** | **Main Office: 706 737 7360** |
| **Semester: 1 & 2** | **Tutorials: MON - THURS** |
| **Textbook:** | **Tutorial Location: RM. 305** |
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**School Mission Statement:**

**Building a globally competitive school system that educates the whole child through teaching,** **learning, collaboration, and innovation.**

**School Vision Statement:**

**The Richmond County School System will provide an equitable education for all students to prepare them for life beyond the classroom.**

**Course Description: The Georgia Standards of Excellence for grades 9 through 12 are organized into grade bands comprised of 9-10 and 11-12 due to the flexibility of English Language Arts course offerings at the high school level. The 9-12 Standards define what students should understand and be able to do by the end of each grade band. As students advance toward the successful culmination of their high school careers, they will consolidate and internalize** **all the skills instilled through the full progression of the GSE.**

**The literary and informational texts that students will read in the course reflect the following 3 key shifts:**

**• Complexity: The standards require regular practice with complex text and its academic language.**

**• Evidence: The standards emphasize reading and writing grounded in evidence from text, both literary and informational.**

**• Knowledge: The standards require building knowledge through content rich non-fiction.**

**High school students will employ strong, thorough, and explicit textual evidence in their literary analysis 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 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 word, digital media, film, dance, or fine art. Students will complete the course with the fully developed ability to communicate in multiple modes of discourse demonstrating a strong command of the rules of Standard English.**

**TEACHER INFO: Ms. Garrett, a native of South Carolina. A graduate of Strom Thurmond High School and Troy University. I** **have a** **Bachelor's and Master’s Degree. I enjoy reading, shopping, and swimming. I also enjoy watching documentaries and crime shows. Lastly, parents can email me for a contact number that should NOT be shared with students; students can reach me via email, remind, or scheduled after school hours only. Remind codes will be given on the first day of school and remain posted throughout the school year.**

**Course Outline**:

**Unit 1: *Finding Common Ground***

**Unit 2: *The Struggle for Freedom***

**Unit 3: *The Bonds Between Us***

**Unit 4: *A Matter of Life and Death***

***\* The teacher reserves the right to alter or change any part of this course syllabus to better suit the need of the students.***

**Major Course Requirements:**

**Culminating Tasks**

* **Unit 1**
  + End of Unit Performance Task – Narrative Essay
* **Unit 2**
  + End of Unit Performance Task – Informative/Expository Essay

* **Unit 3**
  + End of Unit Performance Task – Persuasive/Argumentative Essay
* **Unit 4** 
  + End of Unit Performance Task – Descriptive Essay

**Course Evaluation Categories:**

**Classwork/Homework - %**

**Tests - %**

**Quizzes - %**

**Essays- %**

**Discussions- %**

**Required Materials**

1 – FIVE SUBJECT NOTEBOOK

MECHANICAL PENCILS

BLACK INK PENS

INDEX CARDS WITH WIRE BINDING

**Websites, Programs and Remediation Tools**

Common lit, USA Test Prep, Edmodo, Teacher Websites, Microsoft Office Suite

* Students will have to create an account on Edmodo, Edu blogs, Wix, and Glogster. The school will provide accounts for students on Study Island and USA Test Prep.
* The online version of the literacy textbook is provided at:
* Teacher website:
  + Resources Page

**Late Assignments**

Each student is expected to complete all assignments in the allotted time. Late assignments are penalized, minus (10) points, each day the assignment is late, no assignments are accepted after the third day unless otherwise communicated with the teacher.

**Make-up Policy**

IT IS THE STUDENT’S RESPONSIBILITY TO OBTAIN AND COMPLETE MAKE-UP WORK. If you have an excused absence, you will be allowed the same number of days as your absence to make up work missed. Make-up work must be done after or before school, NOT during valuable class time. COMMUNICATE WITH MS. GARRETT

**Resubmitting Work**

If a student turns in an assignment that receives a failing mark, the student can redo the assignment. The following exclusions apply to the multiple-choice test and other assignments as decided at the discretion of the instructor. The assignment must be completed and returned within one week after a student-teacher conference. Once the redo assignment is completed and corrected, it will be averaged with the original grade. It is the student’s responsibility to take advantage of the redo policy. At the end of a specified time or grading period, the student no longer has the option to redo assignments

**Classroom Behavior Expectations**

We can readily assume you have been exposed to classroom rules since the age of preschool and may be tempted to skip this section; but let us take a fresh viewpoint on these expectations. Raise your hand to speak, put away cell phones, listening/smart devices, remain seated unless otherwise permitted, passes will not be given to interrupt other classrooms, restroom breaks are given after the first 15 mins of class and end before the last 15 mins of class, no profanity or obscenity, no bullying, no headgear to include hats, hoodies, do-rags, hair bonnets, or any other sleep wear, (adhere to dress code), be on time for class and start daily journal assignment, clean up after yourself, have materials for class, attend school regularly and **COMMUNICATE** when you are absent. **FOLLOW ALL THE RULES OUTLINED IN THE CODE OF** **CONDUCT BOOK ISSUED BY YOUR HOMEROOM TEACHER.**

**TESTING/QUIZ POLICY**

Cellphones, or other electronic and/or smart devices are not permitted during any testing or quiz; the teacher may allow students to use technology only when the last student has submitted their test/quiz.

**ASSIGNMENTS**

Journal Writing

Presentation: 1 minute news articles

Vocabulary

Short Reading Assignments: Textbook

Open Discussions: Oral & Written

Novel Reading: “A Raisin in the Sun” & “A Long Way Gone: Memoirs of a Boy Soldier”

D.E.A.R.: Drop Everything And Read: Read last 15 mins of class on Wednesdays

1. **Get started immediately upon arrival**. Grab your composition book, read today’s agenda, and attempt the task. Please do not wait for the teacher to have a personal conference to encourage you to begin working.
2. **Take responsibility for your behavior**. The only person you can control is yourself. Therefore, no one can make you late, fail, or even upset without you choosing to do so.
3. **Use positive communication**. It is perfectly acceptable to have a contrasting opinion. However, it is unacceptable to make fun of or tease another classmate because of his color, race, language, religion, etc.)
4. **Demonstrate advanced social skills**. Here are a few examples:

* Asking permission to leave the room, as opposed to walking out.
* Waiting to speak while another student or teacher is speaking.
* Remaining seated during presentations.

Never use that as an opportunity to talk to your teacher or peers.

* Raising your hand and waiting to be called.

1. **Give yourself the opportunity to be the best**. This means complaining is not allowed! It has been said that complaining is refusing to accept what is going to happen anyway. It causes your brain to stop developing solutions.

RETURN TO TEACHER ACKNOWLEDGING YOUR READING AND UNDERSTANDING THE CONTENTS OF THE COURSE SYLLABUS

Student signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STUDENT INFORMATION

STUDENT’S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STUDENT’S EMAIL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STUDENT’S ADDRESS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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MEDICAL INFORMATION: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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POINT OF CONTACT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EMAIL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NUMBER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

BEST TIME TO CALL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ADDRESS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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RELATIONSHIP TO YOU: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_