**John F. Kennedy High School**

**English 9 Syllabus**

**Ms. Pederson**

**Room:** C116

**Email:** npederson@isd271.org

**Schedule:**

1st Hour – English 9

2nd Hour – English 9

3rd Hour – Nobel 9

4th Hour - English 9

B Lunch (A on Thurs. blocks)

5th Hour - Prep

6th Hour - English 9

**Required Materials:**

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| --- | --- |
| * Chromebook
* Pencils, pens
* Highlighters: Green, Pink, Yellow
* Sticky page tabs
 | * Note cards (2nd trimester)
* Folder or binder for English class only
* Notebook / notebook paper
* One box of tissues (optional, but appreciated)
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**Course Description:**

* Students in English 9 continue to refine their skills in four communication areas of language arts: reading, writing, speaking, and listening. They expand their understanding of literature by focusing on classic selections from multiple genres, including, but not limited to, fiction (drama, novel, short story, poetry, mythology) and nonfiction (essays and articles). In examining these particular works, students study the structures of the work, conventions specific to the genre, and literary devices.
* The writing emphasis in ninth grade is the multi-paragraph essay. The goal for student writing is that it is well organized and contains complete sentences without comma splices, run-ons, and fragments.
* Students practice effective verbal skills in discussion and other oral presentations.
* Students will read books of their choice independently for 10 minutes at the beginning of each class. You should expect to see your student reading independently at home as well.

**Learning Targets:**

Writing Learning Targets

1. The student can write a thesis statement.
2. The student can support a thesis with evidence.
3. The student can organize the evidence coherently.
4. The student can write creatively in different genres and from different perspectives.
5. The student can use literary techniques in their own creative writing.

Speaking, Viewing, Listening, and Media Literacy Learning Targets

1. The student can clearly and logically organize evidence within a presentation.
2. The student can present clearly to an audience of their peers.

Reading Learning Targets

1. The student can analyze and draw inferences from texts.
2. The student can determine a theme or central idea of a text and analyze in detail its development over the course of the text.
3. The student can summarize a text.
4. The student can analyze character development.
5. The student will increase academic vocabulary.

**Required Reading & Course Schedule:**

TRIMESTER 1:

*All American Boys* by Jason Reynolds and Brenden Kiely

 Selected nonfiction articles and essays - AVID Critical Reading and Rhetorical Precis Writing

TRIMESTER 2:

 Literature Circles (students will read one): *My Sister’s Keeper, If I Stay, The Scorpio Races, We Were*

*Here, The House of the Scorpion, I Am the Messenger, Looking for Alaska,* *The Hate U Give, Everything Everything, or Simon vs. the Homo Sapiens Agenda*

TRIMESTER 3

 Selected short stories and poetry from class textbook - *Literature: Language and Literacy Grade 9*

 *The Tragedy of Romeo and Juliet*by William Shakespeare

**Looking Ahead:**

Students will take the MAP test in reading in the spring.

**Canvas:**

Canvas is an online classroom. Students need to join their hour in order to share and turn in assignments to their teacher.

**The HUB:** https://hub.bloomington.k12.mn.us

A calendar of classroom activities, homework assignments, major due dates and links to important classroom information will be updated on a daily basis and posted on The HUB. You may find this information by logging into The HUB by using your student username and password. If your student is absent, please look at The HUB for missing assignments and required reading.

**Overall grade:** The overall grade will be made up of 2 categories: Formative Assessments (20%) and Summative Assessments (80%).

**Homework/Formative Assessments:** Homework and formative assessments comprise 20% of a student’s overall grade and will be emphasized as essential pathways to the understanding of English 9 learning targets. The 9th grade English teachers believe students need to use homework/formative assessments as practice for final summative assessments. This recording will help us track students’ progress and find where each student may need specific help.

**Summative Assessments:** This category makes up 80% of students’ grades in the course. It is our intention to have this section clearly reflect what each student *knows* in a detailed and specific manner. Unit exams and summative assessments will be recorded in this category.

**JFK Attendance Policy:** A student who has accumulated four or more unexcused absences in one trimester in a class will not earn credit for that class unless the student makes up the academic time. Absences can be recovered after school on Tuesday in the media center or by appointment with your teacher.

**Make-up work (for excused absences)**

Students are expected to complete all required reading, assessments, and in-class writing assignments in order to practice and show mastery of 9th grade learning targets. If you are absent, please see The HUB and Google Classroom for what you missed during the day(s) of absence. In addition to assigned homework, **students are required to read material that was read in class and will be held accountable for this material on assessments.** Students should turn in any missing assessments and complete reading assignments within two days of returning to school.

**Late Work**

Late formative assessments, including revised formative assessments, will be accepted up to two days before the summative assessment for that unit. No formative assessments will be accepted after this deadline. If you want the opportunity to revise your formative work, please get it done on time.

**Revisions & Retakes**

* **All formative assessments, including rough drafts, must be completed in order to be eligible for retakes.**  (Please remember to turn in formative assessments and revisions two days before the summative assessment is scheduled.) You may earn up to 50% of the points you missed.

**Opportunities for Extra Help**

* I am available before or after school 7:15-3:00 pm. Please email me to guarantee I will be available, as I sometimes have meetings and other appointments.
* Homework Help is available in the Media Center after school on Tuesdays and Thursdays from 2:45-3:30; there is at least one teacher present to assist.

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**Student Readiness Checklist**

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|  | **Exemplar** | **Quality** | **Basic** | **Unacceptable** |
| ***Beginning of Class Actions*** | * In your assigned seat reviewing materials/notes from the day before.
* Materials ready for the first activity in class.
 | * In your assigned seat when the bell rings quietly talking to your neighbor.
* Materials out (pencil/ notes/ completed homework)
 | * In your assigned seat when the bell rings.
* Materials with you but not out.
 | * Out of your seat when the bell rings.
* Materials missing.
 |
| ***Technology*** | * Unauthorized technology put away. Technology is being utilized for class (checking Infinite Campus/ HUB/ email).
 | * Unauthorized technology put away and technology ready to be used for class.
 | * Unauthorized technology out, but not in use.
 | * Unauthorized technology not put away.
 |
| ***Every day…*** | * Never have distractions pulling you from class (need to go to the bathroom, need to reply to a text, need to leave the class for appointments).
 | * Hardly ever have distractions pulling you from class (need to go to the bathroom, need to reply to a text, need to leave the class for appointments).
 | * Sometimes have distractions pulling you from class (need to go to the bathroom, need to reply to a text, need to leave the class for appointments).
 | * Often have distractions pulling you from class (need to go to the bathroom, need to reply to a text, need to leave the class for appointments).
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| ***If you were absent the day before...*** | * Before class, check with a neighbor for what you missed and ask the teacher or follow the classroom expectations to get specific handouts that were given out.
 | * Check with a neighbor for what you missed and ask the teacher for specific handouts when they are being used in class.
 | * Ask the teacher what you missed during class.
 | * Don’t mention to the teacher that you were gone.
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| ***When you are at home...*** | * Create your own practice materials. Identify what areas/topics you need additional help on. Use a calendar to create a study plan for future tests.
 | * Reread and organize notes or handouts. Work on assignments that are due in the future.
 | * Finish assignments from class that are due.
 | * Leave materials at school or do not open backpack.
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