

# CCHS English 9A Syllabus Semester 1 2019-20

**Instructor: Chelsea Kurtz**

**Location: Room 228**

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**COURSE DESCRIPTION:** In this course students will continue to develop the skills of reading, writing, listening, and speaking. Students will examine a variety of classic and modern literary texts. Writing and speaking assignments will be both responses to literature and from personal experience. Writing focus is on the Narrative and Explanatory Essay.

## **POWER STANDARDS:**

**Reading and Literature:** Listen to, read, and understand a wide variety of classic and contemporary literature. Understand and draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources. Develop an interpretation that exhibits personal engagement, originality, careful reading, understanding, and insight.

**Writing:** Use the writing process: prewriting, drafting, revising, editing, and publishing. Review, evaluate, and revise writing to improve coherent development of the thesis, logic of organization, depth of information, and clarity. Apply conventions of grammar correctly. Use words precisely and with variety.

## **Materials: Texts:**

- Textbook: *McDougal Littell Freshman Literature*
- Novel: *Speak* by Laurie Halse Anderson

## **Film/Video/Electronic Media:**

- *The Odyssey*
- *Speak*
- Various TED talks
- YouTube media to help with literary and rhetorical analysis
- [emotionaltoolbox.com](http://emotionaltoolbox.com) (literary character analysis website)

**Notification of the Right to Object to the Use of Materials** Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material. The first step in expressing objection is consultation with the classroom teacher or library staff and providing a brief written complaint. The staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment. If not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who, if unable to resolve the complaint, will provide a Request for Reconsideration form, which will be given to the superintendent for action.

**Class Goal English 9A:** All students who attend class 80% or more will improve their writing score in at least one area (Content and Ideas, Organization, Sentence Fluency, and Conventions) on the Oregon State Writing Rubric.

**Feedback on your work:** I do not mark all sentence-level errors in your paper (that would be an editor's job). Instead, I mark one or two patterns of error and provide you with some suggestions about where to turn for additional help. Please take time to read my comments and use them to help you produce even better work on your next essay.

With all assignments, my goal is to respond to and return your work in approximately one week. Sometimes I will return papers sooner or later than that, but please plan on approximately one week being a standard response time. You will be able to see my feedback immediately in Google Docs and Google Classroom.

**Citizenship:** Come prepared to learn and to contribute to a positive classroom environment. Take responsibility for your own learning. Show respect for the learning environment, yourself, other students, and the teachers and staff members. Follow the rules and guidelines for behavior in the student handbook. Show up on time and with supplies needed: paper, writing utensil, and a **charged** Chromebook.

**Classroom Discipline Plan:** First offense: verbal warning- possibly sent to the hallway to 'cool off.' Second offense: parent contact. Third offense or first severe infraction of the rules: office referral, parent conference, suspension, or removal from class.

**Electronic Device Policy:**

Students are required to keep their cell phone (iPod, etc.) put away (not visible) and silenced or turned off. Cell phones are **not** to be used in class for communications via texting, phone calls, or social media. Please refer to the Student Handbook for details about school wide policies regarding this matter.

**\*\*Parents, please do not call or text your child during class. If there is an emergency, please call the school directly.**

**Google Classroom-** all students will be enrolled in a digital classroom. Google Classroom contains all resources for students to access 24/7 and will be where students turn in their assignments.

\*Students will be using their Chromebook **daily** in this class. It is **imperative** that you come to class prepared with a charged Chromebook and/or charging cord to plug in.

**Passes for Bathroom and Drinking Fountain:** See Student Handbook “Passes for Bathroom and Drinking Fountain”. Students will receive 5 (no more than 5 min.) hall passes for S1-use them wisely and in case of emergency. Passes are not allowed to be used in the first or last ten minutes of class and only one student at a time is allowed to use a pass. Additionally, students who abuse the hall pass will first be warned and then may have their pass privileges revoked in this class for the remainder of the semester.

**Late/Missing Work:** Students must turn in assignments on time to receive full credit. Late work will be worth 70%. Students will have an opportunity to revise or redo all assessments that were turned in on time. It is the student’s responsibility to acquire make-up assignments via Google Classroom or during ELO time. Students are responsible for all assignments and materials that they miss during an excused absence and it is the duty of the student to approach the teacher at an appropriate time **after** checking Google Classroom. Students who are involved in school-related absences (sporting events, choir concerts, field trips, etc.) **must get make-up work in advance**, as they are pre-arranged absences.

**Cheating:** Cheating in any form will result in a major referral. Students who knowingly help others to cheat will also receive a major referral.

**GRADING POLICY:** A 90-100% B 80-89% C 70-79% D 60-69% F below 60%.

For this class, all assessments will be worth 90% of the grade (includes: essays, 8 sentence paragraphs, text analysis questions, final projects etc.) and 10% of the grade will be based on in class work (openers, quick writes, text analysis, in-class activities, etc.). If a student does not receive the grade that they would like on an assessment, they are able to edit and rewrite it to achieve the grade they are seeking up to 7 days past the feedback/returned date. Group work will be assigned individual grades based on individual performance and participation. If you have any questions about this, please feel free to contact me.

Grades will be updated online each week where both students and parents can view his/her student’s grades. **Google Classroom is where all resources and assignments are posted at all times.** Students are responsible for all assignments and materials that they miss during an excused absence and it is the duty of the student to approach the teacher at an appropriate time after checking Google Classroom.

**(Return THIS sheet only) Keep the syllabus for YOUR records.**

**CCHS English 9A Syllabus Semester 1 2019-20 AGREEMENT:**

\_\_\_\_\_ I have read and agree to the above syllabus information.

Student NAME PRINTED: \_\_\_\_\_ Class Period \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ My student showed me the digital syllabus via their **Google Classroom** and explained how they **will be using Google Classroom daily.**

Parent Signature: \_\_\_\_\_ Date \_\_\_\_\_

Parent email: \_\_\_\_\_

## Reading Standards: Literature

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### Literature

9-10.RL

#### *Key Ideas and Details*

- 9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

#### *Craft and Structure*

- 9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- 9-10.RL.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- 9-10.RL.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

#### *Integration of Knowledge and Ideas*

- 9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).
- 9-10.RL.8 (Not applicable to literature)
- 9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

#### *Range of Reading and Level of Text Complexity*

- 9-10.RL.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

## Reading Standards: Informational Text

### Informational Text

9-10.RI

#### *Key Ideas and Details*

- 9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

#### *Craft and Structure*

- 9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- 9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- 9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### *Integration of Knowledge and Ideas*

- 9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- 9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- 9-10.RI.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

#### *Range of Reading and Level of Text Complexity*

- 9-10.RI.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

## Writing Standards

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

### Writing

9-10.W

#### Text Types and Purposes

- 9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- 9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- 9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### Production and Distribution of Writing

- 9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
- 9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

### Research to Build and Present Knowledge

- 9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
  - b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

### Range of Writing

- 9-10.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Language Standards

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

## Language

9-10.L

### *Conventions of Standard English*

- 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use parallel structure.\*
  - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- 9-10.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - Use a colon to introduce a list or quotation.
  - Spell correctly.

### *Knowledge of Language*

- 9-10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

### *Vocabulary Acquisition and Use*

- 9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
  - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - Analyze nuances in the meaning of words with similar denotations.
- 9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate



independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Speaking and Listening Standards

The following standards offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### Speaking and Listening

9-10.SL

#### *Comprehension and Collaboration*

- 9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### *Presentation of Knowledge and Ideas*

- 9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

