



# English 9

## Course Syllabus 2020-2021

Welcome to English 9! I am so happy to be your very first high school English teacher. I look forward to getting to know you, having fun during our time together, and teaching you all that I know of English for 9th graders. It is my hope that you will grow as both a student and a person. My favorite part of teaching is you, so, even though we don't get to meet yet in person, I will cherish the connections we make right now. Let's have a great year!

<b>Class Section</b>  <a href="#">Dorny Website</a> Google Classroom codes: (AM) l5w7r6y (PM) idivywq	<b>Marlo Dorny</b>  <a href="mailto:mdorny@bisd303.org">mdorny@bisd303.org</a> (206) 855-0480 / 855-0487 Office Hours: Fridays 11-noon, Wednesday afternoons until 4, or by appointment. Drop in or email me to schedule a time.
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## Course Information

### Description

This course focuses on key language arts standards, or super standards, that emphasize the skills of reading, writing, speaking and listening, and academic language. Students will participate in the close, attentive reading that is at the heart of understanding and enjoying complex works of literature and nonfiction. Students will also learn to analyze various texts and in this process, we will write often, from daily informal journal responses to longer creative pieces to multi-paragraph academic essays. Student-led presentations, discussions, and conversations, on Zoom or in the classroom, will hone students' oral communication skills. Class members will learn to participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will also expand their vocabulary and improve their use of grammar and writing mechanics. Embedded honors assignments and opportunities are available throughout the year for honors distinction each semester.

### Format

Continuous Learning 2.0 and/or Hybrid. This course is designed for students to be able to access all content and activities from home as well as from school when we are able to return to a hybrid learning structure.

During Continuous Learning 2.0, class will be held remotely twice a week for 100 minutes according to the schedule. (For the current BHS schedule, please see the [BHS website](#) or [student portal](#).) You are expected to be fully present and engaged in learning activities related to this class during that time.

## Course Site

Assignments will be posted and submitted via Google Classroom. Students must enroll in our Google Classroom; parents/guardians will receive weekly Guardian Summaries where they can view the Week at a Glance.

## Learning Objectives

Through the course of this year, English 9 students will:

- develop self-directed reading practices for academic and personal enjoyment.
- experience multiple points of view through text to explore their own understanding of the world (equity and social justice).
- understand and evaluate rhetorical devices in everyday examples.
- write to communicate effectively and revise for improvement, clarity, and growth.
- practice inquiry and research for a variety of purposes.
- communicate effectively in a variety of speaking opportunities.
- practice and improve conventions for a variety of purposes.
- be a positive community member by providing high-quality feedback to peers, participating earnestly in small-group and whole-group conversations, and moving through our shared spaces (classroom and digital) with kindness.
- practice successful student habits, such as meeting deadlines, reading and following instructions, asking questions, seeking help and support, and managing digital tools effectively to keep track of work.
- participate in effective self-reflection, self-evaluation, and metacognition.

Based on focused ELA standards and the work of S. Zerwin

## Learning Resources

In Continuous Learning 2.0 (i.e. remote learning), books will be distributed at school at the beginning of the semester. You are expected to take care of them and return them in good condition at the end of the semester. All activities and assignments will come through Google Classroom, and we will also make frequent use of Zoom.

## Course Overview

Overarching Theme: Identity	
<u>Essential Questions:</u> <i>Who am I? How do I interact with my environment? How does the environment affect me?</i> <small>From <i>Not Light, But Fire</i> by M.Kay</small>	
<b>First Semester Units</b>  Foundations  Rhetoric  Belonging Texts: <i>The House on Mango Street</i>  Traditions and Social Justice Texts: <i>To Kill a Mockingbird</i> <i>The Heart is a Lonely Hunter</i> (honors)	<b>Second Semester Units</b>  Documentary Texts: (One of the following nonfiction books) <i>The Reason I Jump</i> <i>The Girl Who Fell to Earth</i> <i>This Boy's Life</i> (honors) <i>I Am Malala</i> (honors) <i>Enrique's Journey</i> (honors)  Writing Like a Writer  Modernism Texts: (One of the following novels)

	<i>The Catcher in the Rye</i> <i>Nine Stories</i> <i>Franny and Zooey</i> (honors) <i>Mrs. Dalloway</i> (honors)
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★ Students will be expected to maintain a Writer's Notebook that is either a Google document or an actual notebook, if the student prefers, as well as read a variety of self-chosen, challenging and enjoyable novels throughout the semester.

## **Sensitive Materials**

One of the goals of this course is to expose students to a variety of perspectives and modes of expression. Thus, it is possible that some students may read something that they find objectionable. I encourage students to discuss individually with me about what they find objectionable; in extreme cases, alternative assignments may be designed.

## **Student Expectations**

### **Attendance and Engagement**

Unless they are ill, all students are expected to participate in all learning activities, whether these are held on campus or online. If a student is unable to participate in these activities, they must make alternative arrangements with the teacher. Because success in this class is determined in large part by participation, I expect students to prioritize regular attendance. Frequently missing classes is likely to affect your grade.

Students should expect to prepare thoughtfully for each class and to participate enthusiastically. Class participation is determined by

1. consistent and prompt attendance,
2. energetic engagement in discussions and class activities, and
3. support of fellow students through active listening and authentic feedback.

### **Academic Honesty**

Honesty is a compelling principle by which we operate all aspects of student and school life. Academic honesty is highly valued at BHS. Students should not cheat or plagiarize, nor should they tolerate such among fellow students. Students do not receive credit for work that is not their own. Cheating is defined as an attempt to earn credit or receive a grade for coursework in a manner other than defined as acceptable by the teacher. Plagiarism is the taking of language, ideas or thoughts from another person or resource without acknowledging the source. Students who use plagiarized papers or projects or are involved in any other form of cheating will be subject to reduction in grades and/or disciplinary action for a first offense. Because of the serious nature of academic honesty, violations of this code may result in loss of credit for the assignment with a recorded failing grade. It may also entail loss of credit for the course with a recorded failing grade, removal from the course with a failing grade, and/ or additional appropriate disciplinary action. ([BHS Student Handbook](#))

### **Communications and Self-Advocacy**

Especially in a distance learning environment, students need to be comfortable advocating for themselves. If you have questions or concerns, please email us and/or counselor. I cannot help you unless I know what you need. I am best reached via email or direct message on Google Classroom.

## Policies & Procedures

### Attendance

Attendance in this class is important for the best overall growth, experience, and connection. Attendance will be recorded through Zoom activities and/or asynchronous assignments during class time.

### Grading

Grades are recorded in two categories, major assignments (90%) and daily work (10%). The BHS grading scale is used as follows:

A	93-100%	C+	78-79%
A-	90-92%	C	73-77%
B+	87-89%	C-	70-72%
B	83-86%	D+	68-69%
B-	80-82%	D	60-67%
		F	0-59%

### Assessments

- **Essays:** Often at the end of a unit focusing on learning, analysis, or demonstrating narrative techniques. These are often tiered assignments where students can choose from a variety of prompts ranging in difficulty.
- **Presentations:** Individual and group presentations express knowledge of content and persuade and audience.
- **Projects:** Choice of projects, when possible, allow students to display their learning and progress.

**Other Assignments:** Reading and Writer's Notebook will be daily/weekly requirements for personal and academic growth. Other assignments might include other types of writing, group activities, specialized preparations for class activities, visual displays, or other relevant enrichment projects.

### Honors

All students in this course will be exposed to the opportunities of the embedded honors program. During each unit of study, students have choices for honors opportunities, including their personal reading goals. At the end of the year, students will choose their own passion project for their culminating honors project. When achieved, an honors designation will be added to the students transcript for the semester in which they complete honors work.

## Submitting Assignments

- **Turning in work:** All work will be turned in via Google Classroom.
- **Late Work:** Students are expected to check our Google Classrooms for class assignments and links to useful resources. There are two categories of work: daily work and major assignments. Late daily work will have a grace period during the unit in which it occurs, after which it will not be accepted. Major assignments are the minimum required for course completion; thus, they may be accepted after the unit is complete. We require that you complete this [late work form](#) when you submit any late work.

Unless you have an illness or emergency, we expect that you will ask for extensions on any work **before the due date**. We require that you submit this [request extension form](#).

You are required to either communicate with me in advance of the deadline to establish a new due date OR attend my office hour on Friday to complete your late assignment(s). I'll be there to help you!

## Technology

To fully participate in this course, you will need to have access to your BISD chromebook or a similar device and an Internet connection that supports video-conferencing. You can check your device's ability to video conference by accessing [zoom.us/test](https://zoom.us/test). Your device must be in full working order, with a functional camera, speaker and microphone.

For tech support, please go to [www.bisd303.org/techsupport](http://www.bisd303.org/techsupport) and report your issue.

You will also want to have a private space where you can hold video conferences with the class. English 9 is meant to be a learning community, and I value confidentiality. Consider where you can set yourself up for Zoom calls so you can be undisturbed. I realize this may be a hardship for some of you, and I am happy to brainstorm solutions together. We'll work it out.