

Course Syllabus: Semester 1

English 9

Teacher Contact Information:

Teacher Name: Ms. Yamiesha Bell

Campus/Classroom Number: Manhattan High School/313

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Email is the preferred method of contact

Course Description:

The English 9 course will build upon the basis of knowledge gained from previous ELA courses. The reading, writing, speaking, listening, and critical thinking skills taught and practiced in this course are a vital part of all students' development. Students can expect to read a variety of American literature selections, to write in various style of writing (narrative, expository, creative, poetry, etc.) to sharpen their grammatical skills, which they will ultimately incorporate into their writing, to increase their vocabulary base, to present their ideas in formal and informal presentations, to listen to others' ideas in class discussions, to utilize time management skills effectively, and to be challenged mentally.

Course Resources:

School-Provided text: "Happiness Will Follow" by Mike Hawthorne (Graphic Novel), *Lord of the Flies* by William Golding (Novel), "Cheboygan Day" by Brittany Allen (Short Story), "Conformity" by Charlotte Harrison (Informational), "All Summer in a Day" by Ray Bradbury (Short Story) • "The Lottery" by Shirley Jackson (Short Story), "The Dangers of Tradition" by Bakari Bosa (Informational), "The Man in the Well" by Ira Sher (Short Story), "It's No One's Fault When It's Everyone's Fault" by Shelby Ostergaard (Informational)

Supplemental Resources: Teacher-provided handouts and short stories

Student Materials:

2-Pocket folder/binder

Notebook/paper & Writing utensil

Teacher-provided stories, books, and notes

Behavioral Expectations:

1. Follow directions the first time that they are given
"Education is the most powerful weapon which you can use to change the world." – Nelson Mandela
2. Respect your community, your peers, your teacher, and yourself
"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will spend its entire life believing that it is stupid." –Albert Einstein
3. Take responsibility for your actions, thoughts, and words
"In the long run, we shape our lives and we shape ourselves. The process never ends until we die. And the choices we make are ultimately our own responsibility." –Eleanor Roosevelt
4. Raise your hand to leave your seat or before speaking
"Education is the passport to the future, for tomorrow belongs to those who prepare for it today." – Malcolm X
5. Always give your best effort
"I can accept failure, everyone fails at something. But I can't accept not trying." –Michael Jordan

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Grading Policy:

Quizzes (25%): Quizzes will be given twice per term and will include a combination of multiple choice and free response questions. All quizzes are open notes. If you miss a quiz, see me to schedule a makeup. If you miss a quiz, and miss the makeup (or never see me to schedule one), you will receive a 0 for it. We will have a review day before each test.

Homework (15%): You will have homework at least twice a week. S. Homework is checked every day and reviewed in class. If you put effort into completing the assignment you get 100, and if you do not you get a 0.

Classwork (25%): Your classwork grade is self-assessed daily using the attached classwork rubric. If you miss a day you must bring in a note the next day or receive a 0 for the day you missed.

Project (25%): You may be assigned at least one project per marking period.

Participation (10%): You will be graded based on your participation in class every day. This will be based on how much you talk during class discussion, ask and answer questions, focus on your classwork, and your monthly goal meeting with me.

| Week | Topic |
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| Week 1 - Intro | Course Overview/Expectations |
| Week 2 | Student Assessments: Writing Samples/Reading Assessments |
| Week 3 | Unit 1: Literary Devices: How do authors move a story? 9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. |
| Week 4 | Unit 1 – Literary Devices: Why is Characterization important in Stories? 9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. Quiz |
| Week 5 | Unit 1 – Literary Devices: What is the point of a story? How can we figure out the message behind a story? 9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 9-10W2: 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 |

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| | <p>Quiz</p> <p>Teacher 1:1s</p> |
| Week 6 | <p>Unit 1 – Literary Devices: Is the central idea the most important aspect of a story? Why or why not?</p> <p>9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)</p> |
| Week 7 | <p>Unit 1: End of Unit Project</p> <p>Create your own graphic novel memoir based on an important experience in your life. You will receive a rubric.</p> <p>9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Teacher 1:1s</p> |
| Week 8 | <p>Unit 1: End of Unit Project</p> <p>Create your own graphic novel memoir based on an important experience in your life. You will receive a rubric.</p> <p>9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Teacher 1:1s</p> |
| Week 9 | <p>Unit 2 – Topic that impact Teens (Informational Text)</p> <p>9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.</p> <p>9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others</p> <p>Quiz</p> |

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| Week 10 | <p>Unit 2 – Topic that impact Teens (Informational Text)</p> <p>9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.</p> <p>9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others</p> <p>Quiz</p> |
| Week 11 – Week 19 | <p>Unit 3 - Following the Crowd</p> <p>Reading: Theme development [RL.9-10.2] Development of complex characters, character interactions, plot, and theme [RL.9-10.3] Impact of an author’s structural choices [RL.9-10.5] Development of central idea [RI.9-10.2] • Author’s development of ideas or claims [RI.9-10.5]</p> <p>Writing: Argument writing [W.9-10.1] Expository writing [W.9-10.2]</p> <p>Language: Use a colon to introduce a list or quotation [L.9-10.2.B] Grade-appropriate academic vocabulary [L.9-10.6]</p> <p>Speaking and Listening: Refer to evidence from texts to stimulate a thoughtful, well-reasoned exchange of ideas [SL.9-10.1.A]</p> |
| Week 20 | <p>Unit 4: Presentations (Independent Reading Book)</p> <p>9-10SL4: Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.</p> <p>9-10SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience</p> |
| Week 21 | <p>Unit 4: Presentations</p> <p>9-10SL4: Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.</p> |

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| | 9-10SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience |
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Please keep the syllabus for your information. Remove this section to return, signed, to Ms. Spangler:

By signing below, I am agreeing that I have seen and read the policies above, and will be accountable for the content listed in this syllabus throughout this academic school year.

Course Name: _____ Teacher's Name: _____

Student's Name (Print): _____

Student's Signature: _____

Parent's/Guardian's Phone Number: _____

Parent's/Guardian's Email Address: _____

Comments/Concerns Regarding Your Child: _____

