



9th Grade Literature & Composition

English Department

All Day (During School Hours) in Room 113

Fall Semester & Spring Semester

Instructor: Kayla K. Everett

Contact Information: kayla.everett@henry.k12.ga.us

Location: Stockbridge High School in Room 113

Tutorial Day and Time: Tuesday from 3:15PM - 4:15PM **BY APPOINTMENT ONLY**

My preferred mode of contact is e-mail (primary) and phone (secondary). Please allow me at least 48 hours to respond.

Co-Teacher: Jonathan Butler (jonathan.butler@henry.k12.ga.us)

Course Description

Welcome to 9th Grade Literature. In a calibration with the Henry County Standards (HCS), students will gain skills that will help them to advance their reading, writing, viewing, and communication skills by way of diversified texts and strategies. Students will also review English grammar, develop essay form and writing skills, and broaden their vocabulary usage. The ending goal is to help students to advance their awareness of the material covered throughout the course of the year as well as to foster an indulgence for Language Arts. Therefore, it is imperative that students have and maintain a healthy, conducive perspective towards learning and become conclusive and active contributors to the class. Let's make this school year a great one!

Course Goals

The ending goal is to help students to advance their awareness of material covered throughout the course of the year as well as to foster an indulgence for Language Arts.

- Improve writing conventions that include, but are not limited to narrative writing, argumentative writing, and informational writing.
- Being able to incorporate new words into daily vocabulary and use them in the correct context.
- Identifying and utilizing themes in a text across content standards.
- Using grade level conventions to write constructive responses.

Required Texts, Materials, or Equipment

- HMH Intro Literature, 9th Grade, Romeo and Juliet, The Grasshopper and The Bell Cricket, The Odyssey, A Quilt of a Country, I Have a Dream, Hidden Figures, Is Survival Selfish, Fences, Death of a Salesman, assorted poems, short stories, informational texts, and essay selections.
- A **charged** Chromebook (needed daily)
- **Composition or Spiral Notebook** and notebook/binder with paper (loose leaf)
- Pencils and Ink Pens and Highlighters

Note: These materials can be obtained from a local store that sells school supplies and via the student's Chromebook. Most of the work will be posted in the respective Google Classroom. If not, hard copies will be provided to the student.



Daily Work/Homework

Homework consists of more than just completing reading and/or writing assignments. Homework may include preparing/studying for a test, planning for projects ahead of time or reviewing notes from class that day. However, the purpose of homework is to support the objectives and goals that are given in class each day and to assist with formulating students for forthcoming assessments which will conclusively strengthen their perspective of the material. **Homework is graded for completion and for accuracy. All homework is due at the beginning of the class period and should be a representation of the student’s best attempt.** It is encouraged that students allot the amount of time that will be necessary for them to complete their work so that it will be the most constructive.

Major Assignments: Descriptions

Major assignments include essays, projects, and exams. These assessment grades will weight more than the practice work.

Class Participation

Student participation is expected in this course. Therefore, they should be engaged and participating during the instructional time frame.

All interactions in class will be civil, respectful, and supportive of an inclusive learning environment for all students. Students are encouraged to speak to me or my co-teacher about any concerns they may have about classroom participation and classroom dynamics.

Course Grading

Grading is intended to reflect a level of mastery of content and student progress. All grades are updated and posted on **Infinite Campus** for the amenity of students and parents. Please be active in reviewing grades on a regular basis.

Explanation of the Grading System:

Grade Calculations	Percentage
Class work, homework, formative assessments, diagnostic assessments, written reflections, district common formative assessments, and any tasks that allows for the practice of skills.	40%
Such as constructed response assessments, selected response assessments, reflective assessments, summative unit assessments, culminating performance tasks, projects	40%
End-of-Course, Mid-Term, Test/Final Exam	20%
Formative/Summative (80%) + EOC (20%) = 100%	Students Course Final Average (100%)

***SHS instructors will input at least TWO grades per course a week.**



Other Important Grading Information

- SHS instructors will input at least TWO grades per course a week.
- Always review your student’s current class average in Infinite Campus.
- Please be patient if an assignment is not immediately updated on Infinite Campus, especially if turned in and accepted late.

Grading Scale

90 - 100 = A
 80 -89 = B
 74 -79 = C
 70 - 73 = D
 Below 70 = F

Non-Academic Grades

Students will be evaluated on non-academic factors as follows through the conduct grade:
 S - Satisfactory N - Needs Improvement U - Unsatisfactory

Weighted GPA-Extra Quality Points

Honors, Dual Enrollment (DE), and Advanced Placement (AP) classes taken while enrolled with the Henry County School System will receive extra quality points. The weighted GPA will be included on the student's official transcript. Extra quality points will be assigned as follows:

Honor Courses	Advanced Placement & Dual Enrollment Courses
A = 4.5 Quality Points	A = 5 Quality Points
B = 3.5 Quality Points	B = 4 Quality Points
C = 2.5 Quality Points	C = 3 Quality Points
D = 1.5 Quality Points	D = 2 Quality Points
F = 0 Quality Points	F = 0 Quality Points

Course-Specific Support or Supplementary Instruction

Students can attend tutorial for this course on Tuesdays from 3:15PM - 4:15PM in Room 113 by appointment only. That is the time frame that re-teaching opportunities will happen as well.

Course Policies and Information for Students

INCLUSIVE LEARNING ENVIRONMENT STATEMENT

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Stockbridge High School, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.



A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or administrator). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously).

1. ATTENDANCE POLICY

Attendance will be taken during a 1st period homeroom every day. Students should be in class when the tardy bell rings or risk being marked tardy to class.

Students who have more than five (5) days of unexcused absences during the school year will be considered truant. The legal penalties for truancy include referral of students to Juvenile Court and referral of parents to State Court. Any Georgia resident who has control or charge of a child who is convicted of violating mandatory school attendance requirements will be subject to a fine of not less than \$25.00 and not more than \$100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties per absence.

Transition and Late Bell Schedule

School Day: 8:15AM-3:15PM

	Time	Late [^]	Skipping*
1 st Period	8:15-9:50 (95 minutes)	8:15 am	8:25 am
2 nd Period	9:56-11:31 (95 minutes)	9:56 am	10:06 am
3 rd Period	11:37-1:37 (92 minutes/class)	11:37 am	11:47 am
	1 st Lunch-11:54-12:16 <i>100 Hallway</i>	12:19 pm	12:29 pm
	2 nd Lunch-12:19-12:41 <i>200 Hallway</i>	12:44 pm	12:54 pm
	3 rd Lunch-12:44-1:06 <i>300/400/700 Hallways/115 and 127</i>	1:09 pm	1:19 pm
	4 th Lunch-1:09-1:34 <i>ROTC/Gym/PE/Fine Arts/900 Hallway/130/227/135</i>		
4 th Period	1:40 p.m.-3:15 p.m. (95 minutes)	1:40 pm	1:50 PM

2. PENALTIES FOR LATE WORK & POLICIES ON MISSED EXAMS, MAKE-UP EXAMS OR QUIZZES

It is the student’s and parent’s responsibility, not the teachers’, to arrange for make-up work. Students should ask their teacher for any missed assignments on the first day they return to school. The number of days allowed to complete make-up work will be determined by the principal or his/her designee. The days allowed to make up work will not exceed the number of days absent except under extenuating circumstances approved by the principal or his/her designee. Students assigned Out-of-School Suspension (OSS) will be allowed to make up work upon return to school. The number of days to complete make-up work is commensurate to the number of days of OSS (i.e., 3 days of Out-of-School Suspension = 3 days to make up work missed)



3. MISSING ASSIGNMENT POLICY

After the grade is posted in IC, the student has until the following Friday to complete the missing assignment. (For example, if the grade is posted on Wednesday of this week, the student will have until next Friday to complete the *missing assignment*). When the completed assignment is turned in, it is graded for accuracy. The student will receive a total deduction not to exceed ten (10) points.

4. REASSESSMENT POLICY

Students will have an opportunity to repair a unit test grade (below 70%) after participating in interventions and documenting participation in activities to address unfinished learning. If a student does not earn 70% or higher, they must notify the teacher of intent to reassess when the grade is given. If a student does not earn a 70% or higher, the student has until the upcoming Wednesday to participate in interventions and complete the unit test repair request form. After the grade is posted the upcoming Wednesday has passed and unit test repair has not been completed: The student is no longer eligible for reassessment. After the grade is posted the upcoming Wednesday, documentation has been provided (Unit Test Repair Request Form) and Unit Test Repair has been completed (if the new assessment grade is at least a 70% or above).

Please note that semester/final exam grades are final. There are no retake opportunities for semester/final exams.

The score for reassessments will be based on a scaled score not to exceed 85%. Please see the scale below (+).

Conversion Chart for Reassessment (+)

Actual Score	Scaled Score	Actual Score	Scaled Score	Actual Score	Scaled Score	Actual Score	Scaled Score	Actual Score	Scaled Score
100%	85%	93%	79%	86%	73%	79%	67%	74%	63%
98%	84%	92%	78%	85%	72%	78%	66%	73%	62%
97%	83%	91%	77%	84%	71%	76%	65%	72%	61%
96%	82%	89%	76%	82%	70%	75%	64%	71%	60%
95%	81%	88%	75%	81%	69%	74%	63%	69%	59%
94%	80%	87%	74%	80%	68%	73%	62%		

5. REQUESTS FOR INSTRUCTOR FEEDBACK ON DRAFTS AND REQUESTS TO REVISE

Feedback is usually included on all assignments that are assigned via Google Classroom. It can be found in the “private comments section” of the individual student’s work that has been submitted. If it is a hard copy assignment, feedback will be written on the actual document that was submitted.



Stockbridge High School Syllabus | K. EVERETT

6. TECHNOLOGY POLICIES:

Misuse of Electronic Communication Devices: Unauthorized possession, displaying or using a cell phone, pager, or other electronic communication device during the school day without the consent of the principal or his/her designee.

The usage of virtual etiquette should always be utilized when online. That includes, but is not limited to:

- Maintaining respect for everyone.
- Staying focused and not wasting time.
- Ensuring professionalism at all times.

7. ETHICS/VIOLATIONS OF ACADEMIC DISHONESTY/CHEATING

Coursework submitted by a student must be the student's own, original work. Students shall not cheat on any assignment by giving or receiving unauthorized assistance or commit the act of plagiarism. Students who commit such acts are subject to not receiving credit on the assignment in question and will be subject to disciplinary action as well.

- Always cite your sources when you present ideas and/or language that you have not developed yourself, including material from class lectures and discussions.
- Violation of this policy includes collaborating on assignments where collaboration is not allowed and/or utilizing notes, texts, etc. on any assignment where use of such materials is not allowed
- There is a **ZERO TOLERANCE** for cheating and plagiarism at Stockbridge High School.

Resources for Students

EdPuzzle, Quizziz, Kahoot, and Flocabulary are all additional resources that will be used in the classroom and can be used by the students for leverage to support.

Disclaimer

The instructor reserves the right to make modifications to this information throughout the semester.

Parent-Teacher Contact

- The teacher should always be the first point of contact for a parent. The quickest way to contact your child's teacher is through email. Teachers are required to respond to parent emails within 24 hours.
- In order to be informed of your child's progress on assignments always check Infinite Campus, the official mode of communication for Stockbridge High School.

Another way to check your child's progress is through Google Classroom. Be sure to have your child's teacher to enroll you in Google Classroom notifications that are sent to your email.



Preliminary Schedule of Topics, Readings, and Assignments

Major Assignments will have specific due dates and will be communicated to students in class as well as listed when the assignment is posted. There are usually no assignments scheduled during school breaks or holidays. An academic calendar is present in the classroom for students to see what is coming up and when/what is due.

Date	Topics/Assigned Readings/Homework	Major Assignments
August	UNIT I: The Bonds Between Us (2.5 Weeks)	Narrative Writing Essay
August	UNIT II: Finding Common Ground (3 Weeks)	Informative Writing (Explanatory Writing) Essay
September	UNIT III: The Struggle for Freedom (3.5 Weeks)	Argumentative Writing Essay
September	UNIT IV: A Matter of Life and Death (2.5 Weeks)	TBA
October	UNIT V: Sweet Sorrow (2.5 Weeks)	TBA

Amnesty Policy

Students can make up Practice Work and Assessments that have resulted in a grade of Zero (0%). The student may not receive full credit AND a grade higher than a (70%) regardless of the level of performance. The Practice Work and Assessment may be an alternative assessment. Students may not make up assignments from a previous amnesty week.