

Course Syllabus 2024-25

9th Grade English I

Mrs. Gulledge

Email: tanisha.gulledge@henry.k12.ga.us

Room 111

Textbook Used: HMH *Into Literature*; Physical and Digital Copies of the textbook will be available.

Course Description: During the course, the students will focus on vocabulary, writing, and various genres of literature, including drama, short stories, poetry, and novels. The Georgia Standards of Excellence will guide all instruction. Students will focus on reading literary and informational texts and writing argumentative, informational, and narrative essays.

Materials Required:

Chromebook	College ruled loose leaf paper
Composition Journal- (NO RINGS/WIRES)	3- subject college ruled notebook w/pockets
Pencils	post-it notes
Pens (Black or Blue)	Tissue
Highlighters	Lysol wipes
Index cards 4X6	

Course Outline and Content: During the course, students will focus on reading (literature and informational texts), writing, speaking and listening, and language skills.

Unit 1: *The Bond Between Us*/ Introduction to Close Reading/ Narrative Writing

Unit 2: *Finding Common Ground*/ Informational Writing

Unit 3: *The Struggle For Freedom*/ Argumentative Writing

Unit 4: *A Matter of Life and Death*/ Argumentative Writing

Unit 5: *Sweet Sorrow*/ Informative Writing

Unit 6: *Heroes and Quests/Romeo and Juliet*/ Narrative Writing

Special Assignments and Projects: These will include formal writing assignments, presentations, videos, and other special projects. Teachers will use a variety of tools for daily assignments/projects to keep students engaged.

Policies and Information

Classroom Rules and Disciplinary Procedures:

To ensure an optimum learning environment, please adhere to the following WHS Student Non-negotiables:

- Be in class on time
- Be prepared for class and ready to learn before the bell rings and adhere to the 20/20 rule
- Dress for success; follow the dress code
- Refrain from eating in the classroom
- Hats and headgear should be removed upon entering the building
- Students will turn off and place cell phones in the charging station before the bell rings
 - Please review the 2024-25 Cell Phone Policy attached to this document, sign and return.
- Technology use is at the discretion of each teacher
- Use appropriate language in the building
- Everything A.C.E.S.

Department Late Work and Makeup Work Policy:

1. **Late Policy for PRACTICE WORK:** Students have 1 school day with a letter grade penalty to submit late practice assignments. Students will then have 1 additional school day to receive a max score of 73. **All late work will require an email notification to me to be graded.**
2. **Late work will be accepted in the Tests/Essays/Projects category with a 10% deduction for each day late, up to four days** (with a 10%/day reduction, the fifth day late would be zero).
3. For absences, students will have the number of days equal to the number of days of the absence to turn in make-up work. Work assigned prior to the absence—if due during the absence—will be due immediately upon return to school. It is the student’s responsibility to ask for make-up work upon return from an absence. If the student missed notes from a lecture, it is the student’s responsibility to copy the notes from a peer.

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 with the number of days of OSS (i.e. 3 days of Out-of-School Suspension = 3 days to make up work missed).

English Department Only Amnesty Day:

1. Amnesty Day will fall during the 8th week of each (9) nine week term.
2. No Practice work will be accepted; selected quizzes, projects and/or assessments will be accepted at the teacher’s discretion.
3. Students must submit a completed form with parent signature along with the finished assignment on Amnesty Day.
4. The teacher may decide which quiz, project, or assignment may be turned in on Amnesty Day based on the needs of individual students.
5. The highest grade possible for any late assignment turned in on Amnesty Day is a 70%.
6. Any plagiarism or cheating on *any* assignments throughout the school year forfeits participation in Amnesty Day.

School-wide Grading Requirements as follows:

Practice Work	Assessment Tasks	Semester Summative Assessment Tasks
<p>Class work, homework, formative assessments, diagnostic assessments, written reflections, etc.</p> <p>Will be graded for accuracy or completion</p>	<p>Constructed response assessments, selected response assessments, reflective assessments, summative unit assessments, culminating performance tasks, projects</p>	<p>Assesses the totality of standards for the course. An End of the Course (EOC) Test, the semester summative assessment will be the EOC at the completion of the full course.</p>
<p>Counts 40% of the grade</p>	<p>Counts 40% of the grade</p>	<p>Counts 20% of the grade</p>

*Grades for each 9 week grading period should include a minimum of the following: 3 tests in the summative assessment/Test category, 3 labs/quizzes in Lab/Quiz category and 9 Practice grades.

Academic Integrity Policy:

Academic integrity is a fundamental value of quality education; therefore, Woodland High School will not tolerate any acts of cheating, plagiarism, or falsification of school work. Should it be determined that an academic integrity violation has taken place, the school reserves the right to assign a grade of a zero and submit a disciplinary referral to the appropriate Assistant Principal. The school also reserves the right to remove or suspend enrollment in any Advanced Placement/Honors classes as well as Academic Honor Societies.

Plagiarism Policy:

The following is considered plagiarism or cheating on any school work or tests, and will result in a grade of "0":

- Copying work or answers from other students in part or in whole;
- Copying word for word from a book or any source in part or in whole without using proper MLA format for quoting and citing;
- Allowing another student to "borrow" work and/or present other students' work as his/her own in part or in whole;
- Using supplemental materials on a test or other school work. Supplemental materials might include but is not limited to cell phone communications of any sort, cheat notes of any kind from any type of source;
- All inappropriate supplemental sources (Cliff Notes, etc.) should not be brought to class;
- Working with others on projects that are meant to be done individually;
- Removing test materials from the classroom to share with other students;
- Taking papers or information from other students, publications, or the internet.

Department Ink Policy:

Blue or black business-type ink should be used for all written assignments in all English classes with the exceptions of various worksheets and scanned answer documents. If a student turns in work written in pencil or colored ink (other than blue or black, the student will be asked to rewrite the assignment.

Communication Information:

Parents and students are expected to check Google Classroom and Infinite Campus frequently for assignment details and student grades.

A parent guide to Google Classroom can be found [here](#).

Infinite Campus information can be found [here](#).

The most efficient means of communication with me is via email. Private messages sent to me on Google Classroom will be seen during school hours.

Email: tanisha.gulledge@henry.k12.ga.us

Tutorial Hours:

Tuesday and Thursday 3:30-4:00

By appointment only

Membean (Vocabulary Program)(Coming 2 Term)

Students will be required to complete weekly practice using the Membean platform. Students will take quizzes on the practice they have completed once a month. The weekly practice grades will be entered into Infinite Campus on a weekly basis. Some weeks as a practice grade and once a month as a quiz grade.

Book Love: Independent Reading Project

“Teenagers want to read-- if we let them. Students who I believe are determined nonreaders become committed, passionate readers given the right books, time to read, and regular responses to their thinking. The pathway to difficult reading begins with books they enjoy.” *Book Love*, Penny Kittle

Dear students, parents, and guardians,

I am excited to tell you about a year-long project your child will be engaging in during the school year. Most days in class your child will read a book of his or her choice. While there are some standards that the book must meet, such as Lexile level, students will be given voice about what they read. This is a break from the traditional pattern of all students reading the same books, at the same time, at the same pace, and I believe that it can be a better method. Students will still read classic literature and the important texts that they have always been assigned; we will spend part of the year getting them ready to do so through the Independent Reading Program.

Unfortunately, the sad truth is that most students do not read as much as we want them to read or as much as we think they are reading. This may seem implausible, but it is true. Check out this video: https://www.youtube.com/watch?v=vcg_yBRq_do. Research shows that students need to start at their current level and read consistently to build the stamina and skill required to read more challenging texts effectively. Students will start with a book that is in their target Lexile range and will spend the year increasing their proficiency. In the past, everyone read the same book at the same pace. Sometimes students struggle because they are not ready for that text. Sometimes students struggle because they are advanced past that text and they are bored. Too often students fake it and do not read at all. My goal is for your child to read more than he or she has ever read before. I will give them access to the right books, time during class to read, and the opportunity to share their ideas about the books they read.

How can you help?

Passion for learning starts in the home. Speak to your child about the benefits of reading. We know that everyone needs to be able to read to be successful. Share that truth with your child and encourage children to take advantage of the chance, here and now, to gain the skills that are so incredibly important to his or her future. Reading is an important key to success; I want to help all of my students unlock their ability to be successful, whatever that looks like for each individual student.

Please encourage your child to research books and really think about what he or she wants to read. Reading books that are engaging and interesting makes all of the difference. And consider reading with your child. Reading together and talking about books is a great way to get teenagers to talk to you.

What books will my child read?

The success of the Independent Reading Program is dependent on students selecting books that interest them. Students usually want to read books that are about topics they are curious about; I simply want students to read. Many books challenge our beliefs by helping us see through the eyes of others who live lives different from us. It is not possible for me to read or know every detail of every book that a student selects to read. If you are concerned about a book that your child selects, talk to him or her about it. I will not place a tight filter on what students read in class, and I'm asking for your support in this. The website [Common Sense media](#) is a good place to find reviews of many books. Please let me know if you have any concerns about a book that your child selects and we can all work together on choices.

Where will the books come from?

Students can purchase books or check them out from the public library or the school media center. Additionally, I have been working to build a classroom library. I have several hundred books that students can

choose from to check out, but it is a small number compared to what I need. Instead of classroom supplies, I would love donations of books. Please send books that you no longer need, especially books you love and would like to share. If you would like to purchase books for our class library, I have a wish list [here](#): that is a good place to start.

Information Source/Inspiration: *Book Love* by Penny Kittle

STUDENT/PARENT CONSENT OF UNDERSTANDING:

Please return the signed pages by Monday August 5, 2024; keep the syllabus for your records.

I have read and understand the plagiarism policy and all of the objectives, requirements, and expectations for English class during the 2024-25 school year.

Print student name: _____

Student Signature _____ Date _____

Parent Signature _____ Date _____

Parent email and/or phone

Email _____

Phone _____