

9th Grade Literature & Composition
Mass Communications Academy
Course Number: 23.0610041

Carnegie Units (#)	TBA
Semester/Year:	Fall/Spring 2013-2014
Instructor:	Gerard A. Holmes
Class Location:	Room 2114
Tutorial Day and Time:	Thursdays from 3:45-4:45pm
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Note: This Syllabus should be maintained in the front of student's class notebook at ALL times.

COURSE DESCRIPTION

Ninth Grade Literature and Composition is a course study which engages students in a varied exploration of humanities through the modes of reading, writing, grammar and usage, and speaking and listening. While studying long and short works of fiction and nonfiction, poetry, drama, and the epic, students will think and discuss critically and constructively while becoming familiar with literary elements and techniques. Students will write creative pieces of fiction and poetry in addition to expository papers using a process of writing. These writings will establish knowledge of standard grammar and usage as well as a sense of audience. Students will engage in speaking and exercise listening skills through active discussion and oral presentations. Vocabulary work is derived from reading selections and from lists that prepare students for standardized tests, namely the End Of Course Test (EOCT).

LEARNING OUTCOMES

The learning outcomes are derived directly from the Georgia Department of Education as well as the Common Core Standards. Students will have the opportunity to obtain a firm grasp of the English language in terms of usage and comprehension. In addition, students will also be prepared to perform proficiently on the 9th Grade Literature & Composition End of Course Test (EOCT).

Common Core Standards:

The Common Core Standards can be found online at: <http://www.corestandards.org/the-standards>.

Reading: Literature

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2. 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.

RL.9-10.3. 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.

RL.9-10.4. 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).

RL.9-10.5. 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.

RL.9-10.6. 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.

RL.9-10.7. 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).

RL.9-10.8. (Not applicable to literature)

RL.9-10.9. 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).

RL.9-10.10. 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.

Reading: Informational

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2. 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.

RI.9-10.3. 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.

RI.9-10.4. 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).

RI.9-10.5. 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).

RI.9-10.6. 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.

RI.9-10.7. 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.

RI.9-10.8. 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.

RI.9-10.9. 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.

RI.9-10.10. 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.

Writing

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. 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.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.4. 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.)

W.9-10.5. 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.

W.9-10.6. 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.

W.9-10.7. 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.

W.9-10.8. 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.

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10. 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.

Speaking and Listening

SL.9-10.1. 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.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.9-10.4. 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.

SL.9-10.5. 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.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3. 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.

L.9-10.4. 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.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.6. 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.

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: *Elements of Literature – Third Course – Holt*

Supplemental Texts:

1. Georgia High School Graduation Test Preparation & Practice Workbook
2. WordSkills Workbook
3. Grammar Workbook
4. EOCT Prep Workbook
5. Assigned Outside Novel Readings

Selected Readings:

Note: Assigned novel titles and authors will be given to students one (1) week prior to the date in which the novel reading is to begin.

Suggested Reading List:

Tuesdays With Morrie – Mitch Albom*
The Devil and Daniel Webster – Stephen Vincent Benét**
Fahrenheit 451 – Ray Bradbury
The Good Earth – Pearl S. Buck
The House on Mango Street – Sandra Cisneros*
The Last of the Mohicans – James Fenimore Cooper
The Autobiography of Miss Jane Pittman – Ernest Gaines
Black Like Me – John Howard Griffin
The Odyssey – Homer**
Sorry, Right Number – Stephen King**
To Kill A Mockingbird – Harper Lee
Angela's Ashes – Frank McCourt
The Tragedy of Romeo and Juliet – William Shakespeare**
Of Mice and Men – John Steinbeck
The Red Pony – John Steinbeck
The Joy Luck Club – Amy Tan
Pudd'nhead Wilson – Mark Twain*
The Picture of Dorian Gray – Oscar Wilde*

* Summer Reading List Texts

** Found in the Main Textbook

This list is from the Georgia Department of Education; however, the instructor reserves the right to introduce titles not listed that are grade appropriate. Students are suggested to seek out these titles and read them on their own time to supplement their reading in class. **Presentations, writings, or projects that demonstrate a thorough understanding of any book listed here can be grounds for extra credit upon the teacher's approval. *******

Useful Websites:

- <http://www.corestandards.org/>
- www.classzone.com
- www.number2.com
- <http://www.usatestprep.com/front/index.phphttp://www.compasslearningodyssey.com/>

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING**Activities and Assessments:**

Essays: Writing Portfolio

All B.E. Mays High School students are required to complete a writing portfolio that includes samples of their writing from all four years. To complete the requirements for the 9th grade portion of this project, students will be required to **maintain all of the formal essays completed for this class**. At the end of the year, students will create a reflective portfolio which will include their formal essays completed for this class as well as writings on their improvements, what they have learned about writing, and how they will improve in their future writing. Students will also prepare for this portfolio through writing conferences with teachers and peers; therefore, it is important that students remain current in all writing assignments. **Not participating in writing conferences because a student has not completed the writing assignment will result in a “0” for the writing conference grade.**

There are four required essays: Narrative, Expository, Persuasive, and Descriptive. These essays **are not** optional and students who choose not to do **any** essay will fail the course!!! All final drafts must be **TYPED in Times New Roman, size 12 font, Black Ink, Double Spaced**. Any student who is found guilty of plagiarism will receive a grade of zero. Additional formatting requirements will be discussed in class.

Evaluation Tools:

Writing Portfolio, Tests, Projects, Quizzes, In-Class Work, Homework, Presentations, and Exams are tools used for assessment of knowledge in Ninth Grade Literature and Composition. Ninth Grade Literature and Composition is aligned with the Georgia Performance Standards (GPS). Students are assessed based on the state standards, benchmarks and end of course tests (EOCT). To help students achieve these standards, students must read *a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from variety of subject disciplines*.

Format of Classes:

The format of this class will encourage students to become independent and life long learners. Each class opening will consist of a Sponge. The sponge is an opening activity that will be used to introduce new ideas and review old ones. Students are expected to complete the sponge promptly upon entering class. Students will be given no longer than 15 minutes to complete the assignment. No sponge work will be accepted after the first 15 minutes of class. Therefore, it is important that students report to class on time and quickly begin their work.

After the sponge, a mandated 15 minutes of silent reading will be completed. This is important as many of the standardized tests students will need to pass to complete four years of high school successfully will require silent, accurate reading for comprehension and analysis. Depending on whether or not the class is currently reading a novel, students may have required reading (i. e. a specific chapter in a novel, a short story, article) or they may be allowed to read whatever they like. Students who are not in compliance with the daily silent reading activity (i.e. students who talk, sleep, text during this time) will receive class participation deductions for that day.

Subsequent instructional activities will vary each day, but could include:

- **Independent readings-** Students are required to read alone as with the silent reading activity. After independent readings discussion, reflection, or sharing will occur. Often the class will **re-read** selected passages. This is an important aspect of becoming an effective reader as all of the author’s intended meanings are not obvious upon the first reading.
- **Buddy readings-** Students will be asked to read a required selection with another student in the class. Students may be allowed to pick their own reading buddy or they may be assigned a reading buddy, depending on the objective that the buddy reading is working toward.
- **Literature circles-** Students will participate in peer-to-peer discussions about required readings. Each student will be assigned a role and with that a pointed purpose for reading. After reading the selection, they will report on the aspect of the selection that they were required to monitor.

- **Lectures-** Teachers will give lectures on various skills and subjects during the course. **Students are expected to take notes during ALL lectures.**
- **Quick Writes-** After readings, class discussions, activities, or to begin class, students may be asked to write for a small period of time (usually no more than five minutes). Because the amount of time given to write is so short, it is imperative that students **write for the full amount of time.** This exercise is very much like a reflective journal. There are no right or wrong answers.
- **Presentations (Individual and group)-** At the conclusion of readings and units, students will be asked to collaborate in groups to present on a topic, or they may be asked to present on a topic individually. Students are expected to **come prepared to present on the assigned date of their presentation, and dress in business attire for the presentation. POINTS CAN BE DEDUCTED IF THESE TWO REQUIREMENTS ARE NOT MET.**
- **Whole class writings-** During whole class writings the class will dictate to a teacher or a student leader ideas for writing. The student or teacher leader will record the writing in a visible place as the class works together to complete and revise the writing assignment. Credit for the writing will be given to the whole class, excluding students who did not participate or who were disruptive during the writing session. To prevent distraction, students are encouraged to record the class writing within their own notes as well.
- **Independent writing, revision, sharing-** Students will be asked to write on their own in class. It is important that students participate in the **full process of writing** when asked to write so that their writing has the opportunity to improve.
- **Small group instruction** - At times, students will be separated into groups in which some students are working with a teacher, others groups may be completing another assignment. **THIS IS NOT A CAUSE FOR ALARM.** Small group instruction will allow the teacher to work closely with students on varying levels.
- **Projects-** Projects will be assigned when appropriate and a rubric will be handed out with directions for the projects so that students will know what to expect. Projects are a way for students to show what they have learned in ways other than quizzes, tests, and essays.
- **Class Centers-** After reading, teachers may opt to have the students complete class centers. This is simply a leveled series of activities (from basic to complex) that students will be asked to move around the room to complete. Each center will have its own task, and students are allowed to work at their own pace, or seek the help of a peer while completing the assignment.
- **Writing Conferences-** During the writing process, students will be asked to meet individually with the teacher to discuss their writing and seek help with problem areas. This conference will allow the teacher to guide the students through the writing process. Students will receive assignment credit for these meetings.
- **Word Parts-** Students will be given word parts to learn as they build their vocabulary. Prefixes, roots and suffixes along with vocabulary will be studied and tested at least once every week and a half. These activities will count as quiz grades and students are expected to keep up with their word parts and vocabulary.

Criteria for Grading:

Rubrics will be used to grade projects, essays, homework, and other assignments. These rubrics include information on how the assignments are graded. Rubrics will be dispersed *before* the assignment is due to make sure students know what to expect. Rubrics will also be posted in the classroom. All work must be completed in ink; however work completed in red ink will not be accepted.

Students will be evaluated on the following:

1. Reading & Literature
2. Composition Skills
3. Speaking & Listening Skills

4. Grammar & Mechanics
5. Vocabulary/Spelling Mechanics
6. Design of course-related projects (i.e. literary reports ,quote and poem recitation)
7. Daily Activities
8. Oral Response
9. Test/Quizzes
10. Presentations
11. Homework
12. Teacher Observation
13. Class Participation
14. Class Projects/Demonstrations

Evaluation Procedures are school-wide.

Categories	Grading	Non-EOCT/1st Semester EOCT Classes	Economics/2nd Semester EOCT Classes
Exams		20%	20%
Quizzes		15%	15%
Homework		15%	10%
Classwork & Participation		20%	15%
Projects		20%	20%
Sponge/Exit Tickets		10%	5%
EOCT		N/A	15%

Grading Policy:

A: 90 – 100%

B: 80 – 89%

C: 70 – 79%

F: Below 69%

CLASS POLICIES

******IT IS YOUR RESPONSIBILITY TO MAKE-UP CLASS WORK WHEN YOU'RE ABSENT!!! YOU HAVE TWO CLASS PERIODS AFTER YOUR EXCUSED ABSENCE OCCURS TO MAKE UP THE WORK!!!! OTHERWISE, A ZERO IS ENTERED FOR THE GRADE.**

******Students possessing a below “80” overall class average are ENCOURAGED to attend the WEEKLY Thursday afternoon (3:45- 4:45) tutorials until the grade reaches the “80” or above overall average point.**

Other Course Requirements:

- Students must attend class REGULARLY and PROMPTLY to complete this course SUCCESSFULLY.
- Maintain a three-ring notebook and bring it to class daily. All assignments should be submitted on loose leaf paper.
- Maintain all daily assignments/objectives neatly in notebook (will be checked periodically).

- Bring pens and paper to class DAILY. Black and blue pens are required. Assignments submitted in any other ink colors, or in pencil will not be graded.
- Bring assigned text to class DAILY.
- Read ALL assigned literary works.
- Complete ALL assignments NEATLY (ILLEGIBLE WORK WILL NOT BE GRADED!).
- All Essay Submissions Must be **TYPED**, unless otherwise noted.
- Submit all homework assignments before the tardy bell rings. Homework submitted after the tardy bell rings will result in an automatic deduction of 10 points with **NO EXCEPTIONS**; therefore, students should arrive to class on time. Homework submitted after the first five minutes of class will not be accepted; the grade will be a ZERO!
- Maintain a thesaurus and dictionary daily.
- Maintain a monthly planner.
- **Make-up Work:** In the event of an excused absence or tardy, be sure to submit approved APS documentation upon your return to school. Once documentation has been submitted and approved by the Mays High School Attendance Office, I will provide student with instructions for make-up work. If assignment is not submitted as a result of an unexcused absence or tardy, make-up work may or may not be assigned at the teacher's discretion.

Course Expectations

1. Copy objectives from the board daily and begin journal writing immediately upon entering the room.
2. Do not bring gameboys, radios, C.D. players, cell phones or other electronic devices to class.
3. Remain on task. Sleeping or the placement of the head on the desk WILL NOT be allowed.
4. No eating or drinking in class.
5. Work quickly and quietly from one task to another.
6. Idle conversing is unacceptable.
7. Help keep this room orderly and neat.
8. Respect yourself and peers at ALL times.
9. Sit in TEACHER ASSIGNED seat at ALL times.

CLASS OUTLINE/CALENDAR (Subject to Change)

Unit	Concepts/Skills	Course Readings	Major Assignments
I: Trials & Triumphs: The Hero's Journey <i>*Fall Semester, 1st 9 weeks</i>	* Writing focus: argumentative writing - EOCT Prep Exercises - figurative language - tragic flaw - narrative writing - colon usage - epic poem - presentations - classroom discussion - parallel structure - quick-writes/journals - archetype	* Reading Focus: Literary - Joseph Campbell's "Monomyth" - <i>The Odyssey</i> - A Practical Guide to Joseph Campbell's <i>The Hero With A Thousand Faces</i> - <i>Penelope</i> , by Dorothy Parker - <i>The Truth of the Olive Tree</i>	- 12 Stages of the Hero's Journey - Hero's Journey Theater - Hero Project

	<ul style="list-style-type: none"> - hero - monomyth - journey 	<ul style="list-style-type: none"> - Poetry 	
<p>II. Defining Courage *Fall Semester, 2nd 9 weeks</p>	<p>* Writing Focus: Informative/Exploratory</p> <ul style="list-style-type: none"> - rites of passage - Civil Rights Movement - Social Issues - tone/mood - theme - vignette - colorful language - allusion - analysis - research - formal letter - APA/MLA documentation - self-assessment quiz - formal outline - peer editing 	<p>* Reading Focus: Literary</p> <ul style="list-style-type: none"> - <i>The Education of Little Tree: The Autobiography of Forrest Carter</i>, by Asa Carter - “The Scarlet Ibis” - Excerpts from <i>House on Mango Street</i> - “The Courage that My Mother Had” - “The Road Not Taken” - “Letter from Birmingham City Jail” - “I Have a Dream” 	<ul style="list-style-type: none"> - Speech - Writing a Formal Letter - Mini Research Project
<p>III. Paradoxes of Life and Language *Spring Semester, 1st 9 weeks</p>	<p>* Writing Focus: Informative</p> <ul style="list-style-type: none"> - Shakespearean language - imagery - sensory language - poetry devices - figurative language - condensed language - modern culture - motif - oxymoron - pun - juxtaposition - foreshadowing - simile - metaphor - paradox - characterization - foil - soliloquy - dramatic monologue - aside - irony - allusion - note taking - annotations - analysis by 	<p>* Reading Focus: Literary</p> <ul style="list-style-type: none"> - <i>Romeo & Juliet</i> - Sonnets - Excerpt from Mark Twain’s <i>Adventures of Huckleberry Finn</i> - “The Mother Tongue” - “The Ring of Time” 	<ul style="list-style-type: none"> - Multimedia Project

	<ul style="list-style-type: none"> explication - presentation - synthesizing - predict outcomes 		
<p>IV. The Importance of Place in Life and Literature</p> <p><i>*Spring Semester, 2nd 9 weeks</i></p>	<p>* Writing Focus:</p> <ul style="list-style-type: none"> Argumentative - expository writing - ecology - diaries/journals - journalism - nuances of meaning - conventions of Standard English grammar - plagiarism - responses to literature - understanding and responding to a writing prompt - active reading - note-taking methods - revisions 	<p>* Reading Focus:</p> <p>Informative</p> <ul style="list-style-type: none"> - <i>The Ecology of a Cracker Childhood</i> - “Where I’m From” by George Ella Lyon - <i>Scarlet Letter</i>-Chapter 1: “The Prison Door” - Multiple Short Informative texts - Excerpts from <i>Out of Africa</i> 	- Major Research Project

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers or products. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Atlanta Public Schools Handbook and the Benjamin E. Mays High School Handbook.

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____