



9th Grade Literature/Composition Syllabus

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Course Description This course focuses on a study of literary genres; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is technical writing in ninth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, persuasive, and technical. The students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. THIS COURSE MUST REFLECT THE COMMON CORE GEORGIA PERFORMANCE STANDARDS.

Course Standards

Reading Literary (RL)

Key Ideas and Details

Craft and Structure

Integration of Knowledge and Ideas

Range of Reading and Level of Text Complexity

Reading Informational (RI)

Key Ideas and Details

Craft and Structure

Integration of Knowledge and Ideas

Range of Reading and Level of Text Complexity

Writing (W)

Text Types and Purposes

Production and Distribution of Writing

Research to Build and Present Knowledge

Range of Writing

Speaking and Listening (SL)

Comprehension and Collaboration

Presentation of Knowledge and Ideas

Language (L)

Conventions of Standard English

Knowledge of Language

Vocabulary Acquisition and Use

Texts

Elements of Literature

Third Edition

Selected poetry, novels, nonfiction, and plays

Grading Scale/System Your grade for 9th grade English will be determined by your performance over the course of the school year. You will be required to meet departmental standards and demonstrate an understanding of Common Core Georgia Performance Standards before receiving credit for this course. You will receive the grade you earn. We don't give grades; you earn grades based on your academic performance. Your grade will be figured based on the following formula:

Test grades	40%	Unit tests, final drafts, research papers, major projects
Daily assessment grades	30%	Vocabulary quizzes, unit quizzes, assignments completed in class, homework, other assessments, etc.
Writing	20%	essays, rough drafts, quickwrites, journals, etc.
Benchmark Tests	10%	

Your letter grade will be computed as follows:

90-100% = A

80-90% = B

70-79% = C

Below 70% = F

All students are responsible for making up assignments when they are absent. **Students will receive a score of zero for assignments that are not completed.**

The End-of-Course-Test (EOCT) taken in May is 20% of the overall end-of-the year average.

Course Outline Throughout the school year, we will be studying both literature and composition. Reading, writing, vocabulary, and grammar will be a part of each learning unit. One major paper and project will be required each nine weeks. Each unit will last approximately nine weeks. The units we will study this year include the following:

1. Trials and Triumphs: The Hero's Journey Unit
 - *The Odyssey* by Homer
 - *Mythology* by Edith Hamilton
 - Short texts from American or World Literature
 - Short informational texts
2. Defining Courage Unit
 - *An Hour Before Daylight* by Jimmy Carter
 - Short texts from American or World Literature
 - Short informational texts
3. Paradoxes of Life and Language Unit
 - *The Tragedy of Romeo and Juliet* by William Shakespeare
 - Short literary texts
 - Short informational texts
4. The Importance of Place in Life and Literature
 - *The Pact* by Dr. Sampson Davis, George Jenkins, and Rameck Hunt
 - *Short literary texts*
 - Short informational texts

Materials Needed

1" Three-ring binder
Loose leaf notebook paper
Notebook dividers
Blue or black ink pens; pencils
Highlighters
Markers *OR* colored pencils
Composition book (bound)

NOTE: Most, if not all, of the items listed above can be found at stores like The Dollar Tree. However, if there is a problem obtaining these items, please speak to me in private.

WISH LIST

Hand sanitizer
Tissues
Ream of computer paper (500 sheets)

As high school students, the choices you make during the next four years will determine the opportunities available after graduation. Whether you choose more education or fulltime employment, the work ethics and social skills acquired while completing class assignments will open or close many doors. These guidelines provide the foundation for future success.

Expectations for Class

Be respectful

- Listen and give your full attention to others when they talk.
- Treat others as you'd like to be treated.

Be responsible

- Take pride in your work and do it well.
- Keep the classroom clean and in working order.

Be prepared

- Bring all of your materials to class, including notebook, pens, pencil, book, and homework.
- Participate in class regularly.

Be productive

- Stay alert and on task during work time.
- Complete assignments, turn them in on time, and make-up missed work with-in the five-day designated time (less time may be allowed for absences of less than three days).

Classroom rules

1. Be in your assigned seat when the tardy bell rings.
2. Stop what you're doing, look at me, and listen carefully when I address the class.
3. Follow directions the first time they are given.
4. Remain seated until the bell rings.

Disruptive behavior:

If you choose to disrupt class, I will follow one of the following avenues to remedy the situation:

- verbal warning
- conference with me
- change in seating arrangement
- parent/guardian phone call
- referral to counselor
- referral to office

Severe disruption = immediate referral

Please refer to the handbook for specific information regarding discipline penalties.

NOTE: Once you enter the classroom, you may not leave without penalty. Sufficient time is provided between classes to attend to outside business (restroom, locker, socializing) before entering the room. We need to be in class and working for the entire 50-minute period.

If you do your part by adhering to the rules and expectations, I will do my part to ensure that you have the best possible learning experience. Let's have a great year!



A Note to Parents:

I look forward to working with you this year to ensure that your son or daughter has a positive learning experience. In order to be successful, a student must pay attention in class, complete homework assignments, study for tests and assessments, and make up missed assignments promptly. Let's do everything possible to make this year a productive and successful one for your child.

You may contact me (flilly@thomas.k12.ga.us) anytime and I will respond to your message as quickly as possible. Please sign the bottom portion of this page and have your child return ONLY THIS PORTION to me tomorrow.

Student signature

Parent signature