



## 9<sup>th</sup> COMPOSITION AND LITERATURE COURSE SYLLABUS DUTCHTOWN HIGH SCHOOL

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<b>Semester:</b> 1st	<b>Tutorial Day:</b> Thursday
<b>Textbook:</b> <i>Into Literature, Grade 9</i>	<b>Tutorial Hours:</b> 3:15- 3:45 (by appointment)
<b>Textbook Price:</b> Replacement Cost: TBD	<b>Tutorial Location:</b> 208

**Mission Statement:** To create a community of life- long learners. **To Educate, Encourage, and Empower our students.**

**Department Philosophy:** All English courses integrate language arts skills in a standards-driven, literature-based, thematic curriculum, including instruction in reading/literature, critical thinking, composition, vocabulary, grammar and usage, research, organization and study skills, speaking and listening, standardized test preparation, technology, and literary and language appreciation and their connections to life.

**Course Description:** All English courses integrate language arts skills in a standards-driven, literature-based, thematic curriculum, including instruction in reading/literature, critical thinking, composition, vocabulary, grammar and usage, research, organization and study skills, speaking and listening, standardized test preparation, technology, and literary and language appreciation and their connections to life. Broad understandings, “BIG IDEAS,” and essential questions will serve as the foundation for planning instruction and assessment in instructional units.

**English Language Arts Georgia State Standards of Excellence:** Georgia State Standards of Excellence for English Language Arts 9<sup>th</sup> grade is organized into five strands: Reading Literary, Reading Informational, Writing, Speaking and Listening, and Language. These standards are student-centered and performance based. Performance standards define specific expectations of what students should know and be able to do and how well students must perform to achieve or exceed the standard. These standards are composed of the following four components:

**Content Standard:** Content standards state the purpose and direction the content is to take and are generally followed by elements.

**Elements** identify specific learning goals associated with the content standard.

**Tasks:** Tasks are keyed to the relevant standards. Tasks are student-centered performances that demonstrate student learning. Some tasks are activities that will help students achieve the learning goals of the standard, while others may be used to assess student learning; many tasks serve both of these purposes.

**Student Work:** Examples of successful student work are included to specify what it takes to meet the standard and to enable both teachers and students to see what meeting the standards “looks like.”

**Teacher Commentary:** Commentary shows students why they did or did not meet a standard and enables them to take ownership of their own learning.

All English courses have goals that are established by the state of Georgia, Henry County course guides, and through DHS English teacher expectations. Upon successful completion of **English I**, the student will be able to:

- ELAGSE9RL1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELAGSE9RL2** Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- ELAGSE9RL3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- ELAGSE9RL4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple

meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

- ELAGSE9RL5** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- ELAGSE9RL6** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- ELAGSE9-RL7** Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden’s poem “Musée de Beaux Arts” and Breughel’s painting Landscape with the Fall of Icarus), including what is emphasized or absent in each treatment.
- ELAGSE9RL9:** 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).
- ELAGSE9RL10:** 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. By the end of grade 10, 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.
- ELAGSE9RI12** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide complex analysis; provide an objective summary of the text
- ELAGSE9RI14** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- ELAGSE9RI15** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- ELAGSE9W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ELAGSE9W2** 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.
- ELAGSE9W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ELAGSE9W5** 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.
- ELAGSE9W6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ELAGSE9W8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- ELAGSE9W9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELAGSE9SL1** Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- ELAGSE9C2** Demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.
- ELAGSE9SL3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- ELAGSE9SL5** 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.
- ELAGSE9L1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ELAGSE9L2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling and writing.
- ELAGSE9L3** 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 and listening.
- ELAGSE9L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
- ELAGSE9L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Textbooks and Prices:** Students will be provided all textbooks and supplementary books required for success in English courses. If a student loses or damages a book, he/she will be charged current replacement value. The texts are the appropriate course of Into Literature (\$ TBD ), Writing and Grammar Handbook (\$ 58.00 ), and Reader's Notebook Workbook (\$ 48.00 ). Students will be informed of replacement prices for novels and plays when issued.

**Content, Time Allotment, and Sequence:** All DHS English courses integrate the language arts in a performance based curriculum. Standard unit features for all English courses including standardized test preparation; research and documentation activities; initial/sponge activities; study and organizational skills, speaking, listening, and viewing; and grammar/usage emphasis. All students will be expected to read supplementary novels and plays on their own.

**Advanced-level Honors students** will be required to read, study, and analyze more outside reading materials. In addition, more writing assignments will be required, as well as more in-depth assignments, which will enhance college-level reading and thinking skills. Exemplary attendance and conduct is expected.

**Grading Procedure:** The guidelines apply to all English grades and are consistent with school-wide expectations. All assignments count toward the final grade.

**ASSESSMENT: 40%**  
**PRACTICE WORK: 40%**  
**EOC 20%**

Grades will be based upon the Henry County scale as follows: A = 100-90; B = 89-80; C = 79-75; D = 74-70; F = below 70.

\*\*\*Parent/Guardian: Parents and students have access to view teachers' grade book using Infinite Campus. The username and password to access the electronic grade book is issued by the school counselor. Grade book will be updated on a constant basis. Some grades, such as vocabulary quizzes, will be entered rather quickly as they are easier to grade; other assignments will take more time to grade. If you EVER have questions about your child's grades, please contact me by email. Parent communication is a top priority and I will typically respond within a 24-hour time period. Below is the breakdown of the expected turnaround time for grades:

<b>Tier</b>	<b>Time</b>	<b>Examples</b>
Tier I	One week	Daily work, homework, etc.
Tier II	Two weeks	Tests, quizzes, short constructed responses, etc.
Tier III	Three Weeks	Essays, research papers, unit tests, semester exams, midterms, SLOs, etc.

**Conduct Grading Procedure:** In accordance with the DHS Faculty/Staff Handbook, student conduct grades will be determined as follows:

<b>Satisfactory:</b>	No discipline problems or minor infractions that are corrected when the teacher reminds student.
<b>Needs Improvement:</b>	Repeated infractions, even when reminded, or problems which require the teacher to contact the parent.
<b>Unsatisfactory:</b>	Problems that are persistent, require a parental conference, and a referral to the administration.

**Standard Expectations/Class Rules:** All English classes at Dutchtown High School follow all Henry County policies relative to appropriate school and classroom conduct as outlined in the Henry County Student Rights and Responsibilities brochure. Dutchtown High School Standard Expectations as explained in the student handbook including policies related to make-up work, late work, extra credit, and extra help also apply in all English classes. Students are expected to be alert and attentive during class, punctual and prepared for learning each day, and respectful of the teacher and other students and their property and rights. Additional classroom policies may be posted and discussed in class.

**Required Materials:**  
Into Literature

- \*3 ring binder filled with notebook paper
- \*10 - 12 notebook dividers with tabs
- \*Flash Drive USB
- \*Package of pens (blue / black); 6 colored highlighters
- \*Liquid white out for corrections
- \*1 pack of colored pencils, colored markers as needed
- \*Personal stapler
- \*\*\*Submitted assignments will not be accepted when written in pencil\*\*\*

**Notebook should be organized in the following manner:**

Title sheet (including name, class w/teacher name, period and year)

Ex:      Name Student #  
           Mrs. Jones  
           Class  
           Date

Syllabus

Classroom Policy

Initial Activities\* (begin dividers here)

Unit 0: Research Paper

Unit 1: Short Stories

Unit 2: Nonfiction

Unit 3: Poetry

Unit 4: Play/Drama TBD

Novel (s) TBD

Writing Portfolio- critical analyses, timed essays, college essays, response essays

9<sup>th</sup> Grade Capstone - Career Planning

**IMPORTANT NOTICE:**

- Because each unit builds from skills learned in the preceding unit and the notebook consists of work done throughout the entire school year, students are NOT to throw away work at the completion of a unit. Please keep an organized notebook.
- Visit my website frequently. Print all required materials. If you do not have a printer, the library will be your favorite location in the school. Every student should have access to a home printer.
- Sign up for and utilize Remind (both parents and students)
- Sign up for GOOGLE CLASSROOM (both parents and students)
- Create a Google Gmail account and utilize Google Drive

**WEBSITES AND APPS:**

It is mandatory for students to have access to a computer and the internet.

- To access reminders students will need to download the App REMIND:  
 REMIND: PER.\_\_\_\_ Text the message: \_\_\_\_\_ To: \_\_\_\_\_
- Students should also download the Apps: Dictionary, I-nigma, and Socrative, NO RED INK, and GOOGLE CLASSROOM

Each student is expected to adhere to the following guidelines when participating in a digital classroom:

- It is expected that all students
  - Use academic/professional language only
  - Use complete sentences which follow the rules of grammar
  - Use no text message language
  - Use no profanity
  - Do not belittle or bully
  - Post school appropriate documents and pictures

## CLASS BYOT POLICY

**#1** May **ONLY** be used when “Tech Up” is indicated

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BYOT

NO

Music turned up where others can hear it!

Playing DJ... the focus should be on completing the task at hand, not your music selection

Singing/humming/dancing to your tunes... It distracts from the learning environment!

DO

Complete assigned task

Turn off your music when the lights flicker so that you can focus on your teacher!

FAILURE TO FOLLOW THESE SIMPLE RULES WILL RESULT IN LOSING THIS PRIVILEGE.

**Classroom Expectations / Rules and Procedures**

Please note the rules listed below are also posted on the classroom wall. At the start of the academic year, we will spend considerable time discussing exactly what these rules and class room procedures mean/are. It is the student’s responsibility to be aware of and adhere to the rules.

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PROCEDURE	EXPECTATION
<b>Before Bell Rings</b>	1. Use wastebaskets before (and after) bell only 2. Homework should be placed on homework rack (if collected after bell it is considered late) 3. Prepare for Initial Activity or Warm-up
<b>Initial Activity (Warm-up)</b>	1. No conversation (unless explicitly stated) 2. Need help - Raise your hand 3. No movement around classroom
<b>Group Work</b>	1. Remain on task and on task conversation only 2. Need help - 1st: Ask group, 2nd: Project leader will raise their hand 3. Liberal movement as needed
<b>Independent Work</b>	1. No conversations 2. Need help – 1. Raise your hand 2. I will come to you or ask you to approach my desk 3. Liberal movement with permission
<b>Ear Bud Policy</b>	1. Only when teacher permits it 2. Music should not be heard by anyone 3. No distracting arm/body/head movement 4. No singing aloud
<b>Test</b>	1. No conversation (Zero Tolerance Policy) 2. Need help - Raise your hand 3. No movement around classroom

<b>Assignments to be collected</b>	<ol style="list-style-type: none"> <li>1. Head paper as demonstrated on syllabus</li> <li>2. Blue/Black pen only</li> <li>3. Write legibly - not accepted if can't be read</li> <li>4. Double space writing drafts - No writing on back of paper</li> </ol>
<b>Homework</b>	<ol style="list-style-type: none"> <li>1. Must be headed correctly (MLA format, as demonstrated on your syllabus)</li> <li>2. Must be completed before class begins and turned in <b>BEFORE</b> you enter class - <b>NO EXCEPTIONS</b></li> </ol>
<b>Class Work</b>	<ol style="list-style-type: none"> <li>1. Use time given in class wisely</li> <li>2. Stay focused</li> <li>3. NEVER disrupt the learning environment</li> </ol>
<b>Tardy</b> - If not seated by the time the bell stops	<ol style="list-style-type: none"> <li>1. Sign Tardy Log</li> <li>2. Quietly take your seat</li> <li>3. 2<sup>nd</sup> Tardy: Warning call to parent/guardian</li> <li>4. 3<sup>rd</sup> Tardy: Detention</li> <li>5. 4<sup>th</sup> Tardy: Referred to counselor/assigned assistant principal/school social worker</li> </ol>
<b>Absent</b>	<ol style="list-style-type: none"> <li>1. 1st: Check Google Classroom - 2nd (if needed): Ask TA -3<sup>rd</sup> (if needed): Ask me</li> <li>2. See me for major assignments and projects</li> </ol>
<b>PA System</b>	<ol style="list-style-type: none"> <li>1. When on, be silent</li> <li>2. Hold all questions until the END of announcement(s)</li> </ol>
<b>Dismissal</b>	The teacher will dismiss you, <b>NOT</b> the bell
<b>Fire Alarm</b>	<ol style="list-style-type: none"> <li>1. Collect personal items</li> <li>2. Leave as a group</li> <li>3. Stand as a group</li> <li>4. DO NOT LEAVE THE GROUP</li> </ol>

Follow all STUDENT HANDBOOK POLICIES including, but not limited to:

- Follow rules and regulations as stated in the Student Handbook.
- Respect teachers, peers, and property.
- Be in your seat and ready for class when the tardy bell rings- do not get out of your seat at any time unless instructed.
- Do not use your cell phone in my classroom **for any reason** - if you need to call home, go to the front office between classes.
- BYOT: I will allow you to use your technology including your cell phones during time allotted for its use. **Any** unauthorized use is strictly prohibited.
- Do not talk in my classroom unless instructed.
- Be prepared and bring required supplies/materials to class everyday – I will conduct random book and notebook checks throughout the semester.
- All work must be written in blue or black ink pen that is entirely legible on the front of the paper - I will write comments on the back. (At the university level, you are never permitted to write on the back and everything must be typed.)
- Do not eat in my classroom.
- Passes will not be written under any circumstances.

Upon breaking classroom and STUDENT HANDBOOK rules, the following **consequences** will apply:

- Verbal Warning
- Teacher Consequence-contact parent
- Increased Teacher Consequence-contact parent
- Administration Referral

\*\*\*Extreme cases will result in an immediate referral to the discipline office.

For students demonstrating exemplary behavior, following **rewards** may apply at the discretion of the teacher:

- Special Privileges (late homework pass, library pass, bathroom/water pass, skip assignment, etc.)
- Phone call to parent, Special Letter, Certificate, Bonus Points

**Late Assignments: No late work is accepted. For online tasks, all work must be submitted ON TIME. For submitted tasks in class, all work must be stapled and headed properly. If you are late to class, your assignment is late.**

#### **Make-up Policy WHEN THE ABSENCE IS EXCUSED:**

IT IS THE STUDENT'S RESPONSIBILITY TO CHECK FOR MAKEUP WORK AFTER SCHOOL WITH THE TEACHER. With an excused absence, students are allowed two days to make up work for each day absent. Makeup work must be placed in my hands. Long-term assignments are due on the assigned due date, with an exception for those with long-term illnesses.

Re-do Policy: NONE

\*Each English teacher reserves the right to change or adjust any section of this course syllabus at any time during the year to meet more adequately the needs, interests, abilities, and learning styles of students.

**\*PLEASE SIGN & RETURN (THIS PAGE ONLY)**

**TO MRS. JONES – COTTAGE T2 BY \_\_\_\_\_**

**CLASS SYLLABUS CAN BE REVIEWED ON MY WEBSITE AND GOOGLE CLASSROOM ANYTIME.**

**STUDENT:**

I have read the following course requirements, classroom procedures and class rules and am aware that these are the expectations of the teacher and class. I understand that it is my role as a student to comply with these expectations.

Student Name (Print) \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Email \_\_\_\_\_

**PARENT:**

I have read the following course requirements, classroom procedures and class rules and am aware that these are the expectations of the teacher and class. I understand that it is my role as a parent/guardian to ensure that my student is in compliance with these expectations.

Parent Name (Print) \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Email \_\_\_\_\_

Parent Contact # \_\_\_\_\_

Parent(s), please complete the following THREE items:

**(#1) Infinite Campus:**

1. Access the gradebook (accessed through Infinite Campus)
2. Parents may request a username and password from a guidance counselor

**(#2) Remind.com: See my webpage for code**

1. Student
2. Parents may also sign-up

**(#3) Google Classroom: parents may sign up for updates**

