

Course – Ninth Grade Literature and Composition

Teachers - Mrs. Dianna Long, Mrs. Lyn Cunningham, Mrs. Carsyn Bagwell

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Course Description

Ninth Grade Literature and Composition is designed for students to grow as individuals equipped for lifelong learning by improving grammar and usage, strengthening writing and vocabulary, enhancing reading comprehension, and refining speaking and listening skills. In this course, students will study literature (both prose and poetry), grammar, vocabulary, research skills, and composition.

Learning Objectives

- *To increase reading comprehension skills through analysis of high school level literature
- *To improve writing skills
- *To further develop critical thinking skills
- *To strengthen the use of grammar, mechanics, and vocabulary
- *To grow in effective speaking and listening skills

To achieve these learning objectives, course instruction focuses upon essential standards as outlined by the GA Department of Education.

Course Resources

Electronic and print resources will be utilized in this course. CHS has a BYOD (Bring Your Own Device) policy allowing students to utilize their personal electronic devices in addition to school-provided technology to access classroom resources using the school's network at the discretion of the classroom teacher. Students must adhere to the school's electronic device policy, as outlined in the CHS Student Handbook, and classroom teacher's directives pertaining to technology. Class-required resources, including texts, handouts, audio recordings, and supplemental electronic resources are posted in the course Schoology profile.

To track each student's reading comprehension level, students will complete the NWEA MAP Assessment for reading at the beginning and end of the semester. The teacher will use the initial data in designing instruction supporting maximum reading comprehension growth during the semester.

This year, our class will read two extended texts: *Long Way Down* by J. Reynolds and *Furia* by Y.S. Mendez. These works/novels have been approved by the district and support the curriculum. If you wish for your student to have an alternate assignment, please contact your child's teacher.

Course Units

This course is comprised of the following units:

- “All About Character” – focus upon characterization and argumentative writing using the extended text *Long Way Down* by J. Reynolds
- “Your Voice Matters: Podcasting” – collaborative production of a published, research-based podcast
- “Word Play” – focus upon short narrative fiction and effective usage of literary devices as well as literary analysis construction and creative writing
- “Cultural Law” – focus upon theme and cultural diversity using the extended text *Furia* by Y.S. Mendez

Course Average Calculation

The semester grades are made up of a combination of Formative (40%) and Summative (60%) assessments.

- At the end of a semester course, the Final Course Average is calculated with 90% (semester grade) and the Final Exam, 10%.

Ninth Grade Literature and Composition does not require a state-mandated Milestone exam.

Grade Reporting

Parents and students are expected to utilize Infinite Campus to monitor ongoing academic progress and attendance. If you (student or parent) have not obtained your credentials for this tool, please contact the CHS front office staff at (770) 382-3200 for assistance. I update grades in Infinite Campus weekly.

Assessment Completion and Submission

In the event of a student’s absence, it is the responsibility of the student to make up missed work. For any formative assignment, students have three school days to turn in the work for late credit. Each late day results in a 10-point deduction from the student's calculated grade. After three days, the student will receive a zero.

For any summative assignments not submitted by the five-day deadline each late day results in a 10-point deduction from the student’s calculated grade. After the five days, students will earn a maximum of 70.

Class Supply List

- a 1” notebook
- 3-tabbed dividers
- loose-leaf, college-ruled notebook paper
- pens with black or blue ink AND/OR pencils
- highlighters, colored pens, OR colored pencils in 8+ colors

Class Notebook

Organization is critical to student success. Here is a suggested format: Divider 1 – Notes; Divider 2 – Journal Entries; Divider 3 – Work in Progress. Please replenish paper when running out.

Classroom Expectations

All students are expected to follow the established class code for this course, which is supported by the system-wide Canes Code. Accordingly, students are expected to commit to academic excellence, to own their behavior, to demonstrate respect, and to exhibit a positive attitude. Specific classroom expectations are collaboratively established by students and teacher, discussed, regularly revisited, and posted in the classroom.

Consequences of Behavioral Infractions

Failure to comply with the established and posted signed class code of conduct will result in the following consequences depending upon the severity and/or frequency of the infraction: teacher warning, write up, and/or detention; parent/coach/sponsor contact; and/or administrative referral. Teacher detention will be held as necessary every week. Detention must be served within one week of assignment to avoid administrative referral.

Leaving the Classroom

Students are expected to remain in the classroom. To accommodate occasional urgent needs, each student will sign out (time out/time in) on the clipboard at the back of the classroom and will take the lanyard with the pass to the restroom. This will provide a log of student whereabouts when not in class and ensure accountability. One student will be permitted out of the room at a time.

Should a student have a medical condition necessitating additional access to the restroom, he/she must communicate this need to me at the beginning of the semester.

Statement on Plagiarism

Avoid plagiarism: the act of taking someone else's words or ideas and using them as your own. It may be done intentionally or because of carelessness. The words or ideas may be taken from digital or printed texts or the speech of another person. All acts of plagiarism are taken seriously. Unless students receive explicit instructions from me to collaborate with peers, all work submitted must be completed individually. If you "borrow" ideas, you must provide a citation giving credit to the primary resource. Plagiarized assignments will result in a grade of zero and possibly more serious consequences as outlined in the CHS Student Handbook distributed to each student.

You are expected to generate your own work in this class. When you submit any kind of work, you claim you have generated and written it, unless you indicate otherwise by quotation marks and proper identification of a source. Submitting content that has been generated by someone other than you or was created or assisted by a computer application or tool, including artificial intelligence (AI tools such as Chat GPT) is cheating. You may use simple word processing tools to update spelling and grammar in your assignments, but you may not use AI tools to draft, edit, revise or paraphrase your work. There may be opportunities for you to use AI tools in this class. Where they exist, I will clearly specify when and in what capacity it is permissible for you to use these tools.

Student Name (printed)_____

Student Signature_____ Date_____

Parent Name (printed) _____

Parent's/Guardian's Signature_____ Date_____