**Ms. Moore’s English 9 GT ECP**

**2017-2018 Syllabus**

**Contact Information – Room 211**

* Email: katlyn\_moore@hcpss.org
* Planning: Period 3 & 5
* After School: Tues-Thurs until 3pm or by appointment

**Materials**

* 1-inch binder (for English only)
* 5 tab dividers (tabs should be labeled “Class Info,” “Warm-ups,” “Notes,” “Classwork,” and “Graded Work”)
* Loose-leaf paper
* Pens/pencils/highlighter(s)
* 3x5 index cards (suggested)
* Agenda Book (school provides)
* Assigned novels (school provides)

**Expectations**

* Be on time.
	+ Enter the classroom and be seated quietly by the late bell.
	+ Promptly display appropriate student behavior.
* Be prepared.
	+ Bring required materials to class on a daily basis.
	+ Students will not be permitted to visit lockers during class time.
* Remain attentive and engaged.
	+ Actively concentrate: listen and respond appropriately during lessons.
	+ Avoid disrupting teacher instruction and student work time.
* Be respectful.
	+ Value the people, materials, and equipment in the classroom.
	+ Rude and unkind behavior is not tolerated.
* Hand in your best work on time.

**Classroom Rules**

* Water is permitted in the classroom; no food.
* Maintain a tidy work area. Throw out trash; straighten desks; and push in chairs.
* Tardiness is unacceptable. Consequences follow school policy:
	+ 1st Offense – Warning
	+ 2nd Offense – Teacher assigned consequence (teacher discretion)
	+ 3rd Offense – Parent phone call home & Teacher assigned detention
	+ 4th Offense – Office Referral

**Grading Policy**

Every assignment will factor in to your final grade. A rubric is provided for all projects and written assignments. My grading policy is based on a straight point system. In other words:

Points Earned/Total Points = Final Grade

Please use Canvas to keep track of your progress. Canvas can be accessed through my website, the OMHS website, or the HCPSS website.

Grading Scale:

* 100-89.5% A
* 89.4-79.5% B
* 79.4-69.5% C
* 69.4-59.5% D
* 59.4- ↓ % E

**Make-up Work:**

* Make-up work is only assigned for excused absences (parent/guardian note).
* The amount of excused days absent = the number of days to complete the work.
* If you exceed the number of allotted days, you receive a zero for incomplete work.
* Unexcused absences = an automatic zero.
* If you exceed 9 days of unexcused or a combination of excused/unexcused absences for an everyday class or 4.5 days of an every other day class, paperwork will be submitted for denial of credit. This is school policy.

**Late work policy**

* Writing assignments and long-term projects are due at the time/date specified by the teacher.
* In the event a writing assignment or project is turned in after the due date, 10% will be deducted for each day up to 3 days.
* After 3 days late, writings and projects will no longer be accepted.

**Academic Integrity**

* Students will receive a “0” on the assignment.
* Parents will be contacted.
* Disciplinary action is in accordance with OMHS Academic Integrity policy.

\*If you are tempted to copy something from the web or other source, please come speak to me and we will figure out a way to get you out of this bind.

**Course Content**

**Reflections: Past to Present (Quarter 1: September 5 - November 10**)

Text: *Night* by Elie Wiesel

Students explore the power of reflecting on the past as a tool that helps them make sense of the present. By reading an autobiography or memoir that recounts the challenges and opportunities faced by a protagonist as he or she grows up, students gain the understanding that reflecting on the past is essential to the growth and development of a society and its individual members.

**Dramatist as Social Commentator (Quarter 2: November 13 - January 26)**

Text: *Much Ado About Nothing* by William Shakespeare

In this unit, as students study social commentary as presented through the medium of drama, they learn to analyze how social issues are represented in literature. They analyze the impact on audiences in the historical period in which the work was written as well as the continuing impact in our contemporary time period. Students examine the reasons why directors continue to produce these plays and discuss how audiences relate to their universal and timeless themes.

**Imaginary Worlds (Quarter 3: January 29-April 13)**

Text: *Fahrenheit 451* by Ray Bradbury

Speculative fiction traditionally encompasses such genres as science fiction, [fantasy](http://en.wikipedia.org/wiki/Fantasy), [horror](http://en.wikipedia.org/wiki/Horror_fiction), supernatural fiction, utopian and dystopian literature, apocalyptic and post-apocalyptic fiction, and [alternate history](http://en.wikipedia.org/wiki/Alternate_history_%28fiction%29). In this unit, students analyze how authors comment on the world around them by presenting realities that are very different from the contemporary world.

**Coming of Age (Quarter 4: April 16-June 14)**

Text: *To Kill a Mockingbird* by Harper Lee

In Grade 9, students continue examining the theme of Coming of Age that was introduced in the 6th grade curriculum, with a focus on literary fiction as opposed to nonfiction. Students read novels and short stories that reflect the Coming of Age theme, and they examine the changes that occur as the protagonist faces events that shape his/her life. By and large, students will recognize that often the hardships in life are more defining than the joy.

Parent/Guardian-

Education is a group effort, and your role in this process is important. Share information with me and inform me of any issues that will interfere with your student’s education as early as possible. Please feel free to contact me with any questions at any point.

*Please complete and return with student*

STUDENT *I have read the course description and classroom policies and expectations and I understand what is expected of me.*

Name (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

PARENT/GUARDIAN

 *I have read the course description and classroom policies and*

*expectations and I understand what is expected of my child. I*

*will contact you if I have questions or the need arises.*

Name (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

CONTACT INFORMATION

Parent(s)/Guardian(s) Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Phone Numbers: (cell) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (home) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (work) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preferred method and time of contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_