



Course Title: English 9

Instructor: Ms. Carr

Instructor Availability: To Be Determined

Instructor Contact: ccarr@gomperscharter.org

(619) 263-2171

Room 72

Course Description:

English 9 is a Language Arts course that focuses on increasing the reading and writing skills of high school students in areas of reading comprehension, literary analysis, vocabulary, language conventions, and presentation skills. All goals and instruction are based on the Common Core State Standards for Language Arts. All students will: Read and comprehend literary texts using literary devices (i.e. poetic language, author's purpose, character, plot, theme, main idea), Read and comprehend literary texts using literary devices (i.e. poetic language, author's purpose, character, plot, theme, main idea), Develop strategies to determine word meanings and their origins, Demonstrate a command of language conventions in writing (i.e. punctuation, subject/verb agreement, complex sentences), Write a coherent and grade-level appropriate essay (i.e. short stories, research papers, persuasive essays.), Use oral speaking strategies to effectively present materials and projects to an audience (i.e. voice intonation, body language, visuals).

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none">Completion/Quality <p>(Must have a minimum of 1 weekly grade)</p>	30%
Demonstrations of Learning	<ul style="list-style-type: none">Key Course Assignments <p>(See course syllabus for Unit Key Assignments)</p>	35%
Homework/Independent Learning	<ul style="list-style-type: none">Any work assigned to a student in which they complete on their own outside of class. <p>(Must have a minimum of 1 weekly grade)</p>	10%
Quarter Finals	<ul style="list-style-type: none">Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.	25%

* Classwork/Participation and Homework/Independent Learning will be updated weekly.

Prerequisites: (Probably only needed for AP courses)



Course Materials:

- Texts: To Kill A Mockingbird, Fahrenheit 451, Romeo and Juliet, Warriors Don't Cry
- Digital resources: NewsELA, Flocabulary, Actively Learn, ClassDojo, Google Classroom, Khan Academy
- Literacy Notebook
- Blue/black ink pens
- Highlighters
- Pencils

Course Structure: This course will use a variety of instructional modes, focusing on reading, writing, speaking, and listening-

- Independent Reading
- Independent Writing
- Socratic Seminars
- Group/Partner work
- Lecture

Course of Study:

Unit 1: Creating Class Culture Through Background Knowledge (5 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
CCSS.ELA-LITERACY.RI.9-10.1 CCSS.ELA-LITERACY.RI.9-10.2 CCSS.ELA-LITERACY.RI.9-10.4 CCSS.ELA-LITERACY.W.9-10.1 CCSS.ELA-LITERACY.W.9-10.4 CCSS.ELA-LITERACY.W.9-10.9 CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.SL.9-10.1.A CCSS.ELA-LITERACY.SL.9-10.2 CCSS.ELA-LITERACY.L.9-10.4 CCSS.ELA-LITERACY.L.9-10.4.A CCSS.ELA-LITERACY.L.9-10.4.C CCSS.ELA-LITERACY.L.9-10.6	Students will be able to analyze a historical time period and determine society's various effects on individuals through multiple mediums in order to develop an effective claim and strong, supporting, MLA-cited evidence.	<ul style="list-style-type: none"> • On Demand Writing Assessment • Vocabulary Quiz

Unit 2: How Society Influences and Shapes Individuals- To Kill A Mockingbird (6 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
CCSS.ELA-LITERACY.RL.9-10.1 CCSS.ELA-LITERACY.RL.9-10.2 CCSS.ELA-LITERACY.RL.9-10.3 CCSS.ELA-LITERACY.RL.9-10.4 CCSS.ELA-LITERACY.RL.9-10.9	Students will be able to analyze elements of fiction in <u>To Kill A Mockingbird</u> in order to compose a listicle explaining how the	<ul style="list-style-type: none"> • FlipChart Assignment • Listicle: 5 Ways Society Shapes



<p>CCSS.ELA-LITERACY.RL.9-10.10 CCSS.ELA-LITERACY.RI.9-10.1 CCSS.ELA-LITERACY.RI.9-10.9 CCSS.ELA-LITERACY.W.9-10.1 CCSS.ELA-LITERACY.W.9-10.4 CCSS.ELA-LITERACY.W.9-10.9 CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.L.9-10.6</p>	<p>setting/society affects the character's perspectives.</p>	<p>Characters in <u>To Kill A Mockingbird</u> (Explanatory)</p>
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Unit 3: Are Video Games Addictive? Do They Cause Violence? Making Informal Arguments (3 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>CCSS.ELA-LITERACY.RI.9-10.1 CCSS.ELA-LITERACY.RI.9-10.5 CCSS.ELA-LITERACY.RI.9-10.8 CCSS.ELA-LITERACY.W.9-10.1 A- E CCSS.ELA-LITERACY.W.9-10.4 CCSS.ELA-LITERACY.W.9-10.10 CCSS.ELA-LITERACY.SL.9-10.1 A-D CCSS.ELA-LITERACY.SL.9-10.2 CCSS.ELA-LITERACY.SL.9-10.4 CCSS.ELA-LITERACY.L.9-10.1 A-B CCSS.ELA-LITERACY.L.9-10.2 A-C CCSS.ELA-LITERACY.L.9-10.3.A CCSS.ELA-LITERACY.L.9-10.4 A, C</p>	<p>Students will be able to gather information from texts, consider multiple angles on a topic, develop and revise a claim in order to create an infographic to support their viewpoint.</p>	<ul style="list-style-type: none"> ● Infographic ● Socratic Seminar

Unit 4: How Does Fast Food Affect Us? Connecting Evidence to Claims in Expository Writing (4 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>CCSS.ELA-LITERACY.RI.9-10.1 CCSS.ELA-LITERACY.RI.9-10.2 CCSS.ELA-LITERACY.RI.9-10.3 CCSS.ELA-LITERACY.RI.9-10.5 CCSS.ELA-LITERACY.RI.9-10.6 CCSS.ELA-LITERACY.RI.9-10.10 CCSS.ELA-LITERACY.W.9-10.1 A-E CCSS.ELA-LITERACY.W.9-10.2 A-F CCSS.ELA-LITERACY.W.9-10.4 CCSS.ELA-LITERACY.W.9-10.5 CCSS.ELA-LITERACY.SL.9-10.2 CCSS.ELA-LITERACY.SL.9-10.4 CCSS.ELA-LITERACY.SL.9-10.5 CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.L.9-10.1 A-B CCSS.ELA-LITERACY.L.9-10.6</p>	<p>Students will be able to read and annotate multiple texts and practice connective evidence in order to apply the Harris moves to their own argumentative writing.</p>	<ul style="list-style-type: none"> ● Argument Presentation ● Recipe Writing (Explanatory/ Informational)

Unit 5: Warriors Don't Cry with a Narrative (4 weeks)



Content Standards	Learning Objectives	Key Assignments/Exams
<u>CCSS.ELA-LITERACY.RI.9-10.2</u> <u>CCSS.ELA-LITERACY.RI.9-10.3</u> <u>CCSS.ELA-LITERACY.RI.9-10.4</u> <u>CCSS.ELA-LITERACY.RI.9-10.6</u> <u>CCSS.ELA-LITERACY.RI.9-10.9</u> <u>CCSS.ELA-LITERACY.RI.9-10.10</u> <u>CCSS.ELA-LITERACY.W.9-10.3</u> A-E <u>CCSS.ELA-LITERACY.W.9-10.10</u> <u>CCSS.ELA-LITERACY.SL.9-10.1</u> A-B <u>CCSS.ELA-LITERACY.L.9-10.1</u> A-B <u>CCSS.ELA-LITERACY.L.9-10.2</u> A-C <u>CCSS.ELA-LITERACY.L.9-10.3</u>	<p>Students will be able to read a text identifying key events in order to explain the impact of Brown v. Board Supreme Court ruling and genre/literary techniques used by Melba Patillo Beals.</p> <p>Students will be able to identify the elements of a narrative and graphic novel in order to use the writing process to create a personal narrative.</p>	<ul style="list-style-type: none">• Graphic novel representation of original narrative• Socratic Seminar

Unit 6: School Lunches- Ranking Evidence (2 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<u>CCSS.ELA-LITERACY.RI.9-10.1</u> <u>CCSS.ELA-LITERACY.RI.9-10.3</u> <u>CCSS.ELA-LITERACY.RI.9-10.5</u> <u>CCSS.ELA-LITERACY.RI.9-10.6</u> <u>CCSS.ELA-LITERACY.RI.9-10.8</u> <u>CCSS.ELA-LITERACY.W.9-10.1</u> A-E <u>CCSS.ELA-LITERACY.W.9-10.4</u> <u>CCSS.ELA-LITERACY.W.9-10.5</u> <u>CCSS.ELA-LITERACY.W.9-10.9</u> <u>CCSS.ELA-LITERACY.SL.9-10.1</u> A-C <u>CCSS.ELA-LITERACY.L.9-10.1</u> A-B <u>CCSS.ELA-LITERACY.L.9-10.2</u> A-C	<p>Students will be able to evaluate the quality of evidence used for supporting claims in order to engage in discussion of the article and compose a mini-argument that integrates logical and relevant evidence as well as an explanation of their reasoning behind the evidence they selected.</p>	<ul style="list-style-type: none">• Mini-argument• Socratic Seminar

Unit 7: Romeo, Juliet, and Teens Today- Opinion Writing (4 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<u>CCSS.ELA-LITERACY.RL.9-10.1</u> <u>CCSS.ELA-LITERACY.RL.9-10.2</u> <u>CCSS.ELA-LITERACY.RL.9-10.3</u> <u>CCSS.ELA-LITERACY.RL.9-10.4</u>	<p>Students will be able to identify elements of purposeful argument, develop claims and</p>	<ul style="list-style-type: none">• Argument-based opinion digital essay



<p> CCSS.ELA-LITERACY.RL.9-10.5 CCSS.ELA-LITERACY.RL.9-10.6 CCSS.ELA-LITERACY.RL.9-10.10 CCSS.ELA-LITERACY.W.9-10.1 A-E CCSS.ELA-LITERACY.W.9-10.4 CCSS.ELA-LITERACY.W.9-10.5 CCSS.ELA-LITERACY.L.9-10.1 A-B CCSS.ELA-LITERACY.L.9-10.2 A-C CCSS.ELA-LITERACY.L.9-10.3 CCSS.ELA-LITERACY.L.9-10.4 A-D CCSS.ELA-LITERACY.L.9-10.5 A-B </p>	<p>counters, and connect evidence from multiple sources in order to plan and organize an digital argument-based opinion essay.</p>	
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Unit 8: Dystopias- Fahrenheit 451, Coming to Terms with Opposing Viewpoints (5 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<p> CCSS.ELA-LITERACY.RL.9-10.1 CCSS.ELA-LITERACY.RL.9-10.2 CCSS.ELA-LITERACY.RL.9-10.3 CCSS.ELA-LITERACY.RL.9-10.4 CCSS.ELA-LITERACY.RL.9-10.5 CCSS.ELA-LITERACY.RL.9-10.6 CCSS.ELA-LITERACY.RL.9-10.10 CCSS.ELA-LITERACY.RI.9-10.6 CCSS.ELA-LITERACY.W.9-10.1 A-E CCSS.ELA-LITERACY.SL.9-10.1 A-D CCSS.ELA-LITERACY.SL.9-10.3 </p>	<p>Students will be able to read, identify, and describe the dystopian genre in order to deduce the author's purpose and connections to our world.</p> <p>Students will be able to annotate texts and discuss different perspectives in order to revise their initial claim into a nuanced claim and sequence evidence to best argue their claim while genuinely portraying opposing viewpoints.</p>	<ul style="list-style-type: none"> ● Ongoing Classroom Observation ● Argument piece ● Socratic Seminar

Course Specific Student Expectations:

- Come on time and prepared to learn.
- Try your best.
- Be nice.
- Help out in the classroom.
- Students who miss school are responsible for getting the work and making an appointment to catch up.
- Students will be required to come to Mandatory Academic Counseling after school if their work is not turned in.
- Late Work Policy for All 9th Grade Classes:
 - If you do not hand in your work on its due date, you must attend red list on that day and submit to your teacher the following day for full credit. If you submit your work the following day but do not show up for red list, you will receive 50% credit at best.



- If you attend red list, but turn in your work two days after the due date, you will receive 50% credit at best.
- If you try to hand in work three or more days late we will not accept it.
- Any work submitted without an MLA heading or a name will be deducted by 10%.
- Communicate with me when you need to. I will only respond to emails that are formatted correctly as learned from Ms. Tuan and Ms. Ramirez.

Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.

GPA Student Expectations:

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are



appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

Acceptable Use-

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately, which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*

Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner
 - Student name: "Sammy Gompers"
 - Teacher name: Ms. Teacher
 - Course name, period: English I, Period 3
 - Date 06 February 2009
3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented.



Citing sources in a paper must be thorough and accurate. MLA formatting for in-text citations and works cited is mandatory.

Important Dates:

Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

Student Signature : _____ Parent/Guardian Signature: _____

Date: _____

