



Syllabus & Course Information

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Course & Expectations:

Our goal in English 9 is to evaluate and interact with a variety of literary traditions. We will seek to enhance our understanding of a variety of artforms and perspectives. To aid us in our study, we will be guided by the following questions:

Unit I: What shapes who I am?

Unit II: How do my choices impact others?

Unit III: What are my responsibilities to others?

Unit IV: Who do I want to be?

In our first unit, we will consider how one uncovers and creates a **sense of self**. In our second unit, we will discover the variety of impacts one's actions and reactions have on their **interpersonal relationships**. Next, in our third unit, we will explore how one utilizes their voice to support others and **create positive change**. Lastly, in our final unit, you will articulate what you value and **the future you envision**.

The reading, writing, speaking, listening, and language skills developed in this course will strengthen students' ability to be **independent, self-directed learners**. An **independent learner** is able to assess the intentions of a writer or speaker by critiquing both their artistic expression and ideas. A **self-directed learner** utilizes tools for decoding and responding that allows them to pursue their own deeper understanding of the world we share. Every **independent, self-directed learner** is an **EMPOWERED PERSON**. The hope is that you leave this classroom a more **EMPOWERED PERSON**.

To achieve the goal of the course, we will consistently practice and perform the following:

- Exploration of culturally sustainable literary works (nonfiction, prose, verse, and dramatic forms)
- Analysis of literary works by practicing effective tools for insight and understanding
- Preparation and active participation in academic discussion
- Expression of our assertions in writing and/or discussion with sound reasoning and direct textual evidence
- Composition of short-form and long-form informative, argumentative, and narrative pieces
- Creation of authentic representations of individual and collaborative understanding
- Understanding through reflection upon student selected texts
- Expansion of our general and academic vocabulary
- Learning to write while writing to learn

Semester I Curriculum Outline with Literary Titles & Major Assignments/Projects/Exams:

Unit I: *What shapes who I am?*

Coming of Age

“Morning Poem #1” Wanda Phipps (poetry)

“A Minor Bird” Robert Frost (poetry)

“Multiculturalism Explained in One Word” Kristen Lee (short essay)

Extemporaneous Speech: Object Permanence—Show & Tell

“Raymond's Run” Toni Cade Barbara (short story)

“Through the Tunnel” by Doris Lessing (short story)

The House on Mango Street Sandra Cisneros (novel)

The Little House Virginia Lee Burton (children's book)

Creative Writing: First Person Vignettes –Multimedia Medium(s) of Choice

Unit I General & Academic Vocabulary Exam

Unit II: *How do my choices impact others?*

Decisions Decisions Decisions

“This Is Just To Say” William Carlos Williams (poetry)

“Hugging the Jukebox” Naomi Shihab Nye (poetry)

Literary Analysis: Mixtape – Speaker, Tone & Theme

The Tragedy of Romeo & Juliet William Shakespeare (drama)

“Sonnet 29: When, in disgrace with fortune and men's eyes” William Shakespeare (poetry)

Argumentative Essay: Character Analysis

Unit II General & Academic Vocabulary Exam

Semester I Independent Novel or Drama of Study: Book Talk (Final Part I)

Semester I Exam: Unit I & II General & Academic Vocabulary (Final Part II)

Unit III: *What are my responsibilities to others?*

Stepping Up

“The Arrow and the Song” Henry Wadsworth Longfellow (poetry)

“1963: The Year That Changed Everything” *My Perspectives* (nonfiction)

“Letter from Birmingham Jail” Dr. Martin Luther King, Jr. (nonfiction)

On the Shoulders of Giants (documentary film)

A Raisin in the Sun Lorraine Hansberry (drama)

“Harlem” Langston Hughes (poetry)

“If We Must Die” Claude McKay (poetry)

“Mother to Son” Langston Hughes (poetry)

“The Harlem Renaissance” Bryan Brown (nonfiction)

Argumentative Research, Writing & Presentation: Profiles in Courage

Unit III General & Academic Vocabulary Exam

Unit IV: *Who do I want to be?*

Stepping Out

The Hate U Give Angie Thomas (novel)

The Marrow Thieves Cherie Demaline (novel)

Fahrenheit 451 Ray Bradbury (novel)

"We Real Cool" & "Sadie and Maud" Gwendolyn Brooks (poetry)

"There Will Come Soft Rains" Sara Teasdale (poetry)

Personal Essay: This I Believe

Unit IV General & Academic Vocabulary Exam

Semester II Independent Novel or Drama of Study: Book Talk (Final Part I)

Semester II Exam: Unit III & IV General & Academic Vocabulary (Final Part II)

Consistent Student Expectations:

Please be advised that you will be driving your own learning and understanding. It is incumbent upon the instructor(s) to tailor instruction to you and your peers based on your educational needs; however, we have the agency to control the consistency of our own academic growth— whether it be as students or the instructor(s)—by actively engaging with the coursework.

Google Classroom will be the primary conduit for the sharing, assigning, and turning-in of materials, so it is an academic expectation that you stay active and up-to-date with resources and assignments provided via Classroom. Flexibility is key. Please be aware that assignment parameters or literary titles of study may change to facilitate pace or accommodate instructional objectives.

Materials

A notebook, binder, or folder equipped with writing paper that is **dedicated to this class** and can house any provided course work and documents

iPad

Text(s) of current use – including your independent novel selection

A writing utensil

For the Good of the Classroom

OPEN EYES: be present and ready to participate in the world around you

OPEN EARS: be receptive of differing viewpoints; be open to forming and sharing your own ideas

OPEN MIND: be aware of what you know, honest about what you don't know, and steadfast about what you want to learn

The result of these three components: ***a respectful learning environment.***

Consistent Student Expectations (continued):

Grading Policy:

A= 90-100%	[Exceeding Mastery]
B= 80-89%	[Mastery]
C=70-79%	[Approaching Mastery]
D= 60-69%	[Beginning Mastery]
F= 59% or below	

All major writing assignments, projects, and presentations will be evaluated on the basis of engagement of ideas, clarity, and applicable writing criteria—the goal being your demonstration of content mastery. Mastery of the English Language Arts content is based upon the following grade-level calibrated competencies: reading and writing; speaking and listening; and research and inquiry. Rubrics or specific outlines will be provided for all major writing assessments and projects. If you have any questions or concerns regarding an assignment's expectations, we will take the time to clarify.

Scoring of soft-deadlines or checkpoints will accompany the hard-deadline completion of student work scored for mastery. Therefore, major assignments— that is to say those listed on this syllabus—will be accepted past their due date within each respective semester grading period; this ensures that students' academic work is a display of their mastery of the content. However, soft deadlines or checkpoints will not be altered in order to accept or accommodate late or missing work beyond the circumstances outlined in accordance with the classroom absence policies; similarly, daily-work assignment deadlines are not adjustable.

