



<u>School</u> : Crook County High School		<u>Instructor</u> : Stephanie Kind
<u>Course</u> : 9B English		<u>Email</u> : stephanie.kind@crookcountyschools.org
	<i>Trimester #1</i>	<u>Phone</u> : 541-416-6900 Ext. 3128
	<i>Trimester #2</i>	<u>Other Communication Info</u> : Email (best); phone
	<i>Trimester #3</i>	
<u>Course Description:</u> In this course students will continue to develop the skills of reading, writing, listening, and speaking. Students will examine a variety of classic and modern literary texts. Writing and speaking assignments will be both responses to literature and from personal experience. The writing focus is on the explanatory and argumentative essay.		
<u>Learning Standards/Targets:</u> Reading and Literature: Listen to, read, and understand a wide variety of classic and contemporary literature. Understand and draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources. Develop an interpretation that exhibits personal engagement, originality, careful reading, understanding, and insight. Writing: Use the writing process: prewriting, drafting, revising, editing, and publishing. Review, evaluate, and revise writing to improve the coherent development of the thesis, logic of organization, depth of information, and clarity. Apply conventions of grammar correctly. Use words precisely and with variety.		
<u>Course Materials:</u> <i>Texts:</i> ● Textbook: <i>Holt McDougal Literature Grade 9-Romeo and Juliet</i> ● Textbook and its online resources: McGraw-Hill Literature and nonfiction texts, including short stories, articles, and related web resources. <i>Film/Video/Electronic Media:</i> ● <i>Romeo and Juliet</i> (both Lurhman and Zifferelli versions) ● YouTube media to help with literary and rhetorical analysis		

Notification of the Right to Object to the Use of Material:

CCSD School Board Policy IIA-AR: Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection to materials is consultation with the classroom teacher or library staff and providing a written complaint. The district official or staff member initially receiving a complaint shall explain to the complainant the district's selection procedure, criteria and qualifications of those persons selecting the material. A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment. The materials shall remain in use unless removed through the procedure in section 4. F. (2) of this regulation.

The teacher or library staff receiving the initial complaint shall advise the principal of the initial contact within 24 hours, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal and sent to the superintendent's office.

In the event that the person making an objection to the material is not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who will provide a Request for Reconsideration form.

Citizenship, Classroom Rules, Behavior Expectations:

Citizenship:

- In general, students are to come prepared to learn and contribute to a positive classroom environment, take responsibility for their own learning, and show respect for the learning environment, oneself, other students, as well as for the teachers and staff members.
- Students are to follow the rules and guidelines for behavior in the student handbook, show up on time and with the supplies needed: paper, writing utensils, and a **charged** Chromebook.

Google Classroom:

- All students will be enrolled in a digital classroom. Google Classroom contains all resources for students to access 24/7 and will be where students turn in many of their assignments.

- Students will be using their Chromebooks **daily** in this class. It is **imperative** that students come to class prepared with a charged Chromebook and/or charging cord to plug in.

Passes for Bathroom and Drinking Fountain:

- Students will receive 5 (no more than 5 min.) hall passes per trimester, unless there are extenuating circumstances. Passes are not allowed to be used in the first or last ten minutes of class and only one student at a time can use a pass. Additionally, students who abuse the hall pass will risk having their pass privileges revoked in this class for the remainder of the trimester.

Classroom Discipline Plan: First offense: verbal warning- possibly sent to the hallway to 'cool off.' Second offense: parent contact. Third offense or first severe infraction of the rules: office referral, parent conference, suspension, or removal from class.

Late/Missing Work: Students must turn in assignments on time to receive full credit. Late work will be worth 75% and will be graded as soon as I can get to it. Students will have an opportunity to revise or redo all assessments that were **turned in on time**. It is the student's responsibility to acquire make-up assignments via Google Classroom or during ELO time. Students are responsible for all assignments and materials that they miss during an excused absence and it is the duty of the student to approach the teacher at an appropriate time **after** checking Google Classroom. Students who are involved in school-related absences (sporting events, choir concerts, field trips, etc.) **must get make-up work in advance**, as they are pre-arranged absences.

Cheating: Cheating in any form will result in a major referral. Students who knowingly help others to cheat will also receive a major referral.

Evaluation Criteria & Grading:

Course grading will be consistent with [CCSD School Board Policy IK-AR](#). Grades may be comprised of scores in any of the following:

- Daily Opener
- Daily Assignment/Homework
- Projects
- Presentations
- Quizzes
- Exams
- Class Participation
- Etc.

For this class, all assessments will be worth 70% of the grade (includes: essays, 8-sentence paragraphs, text analysis questions, final projects etc.) and 30% of the grade will be based on in-class work (openers, quick writes, text analysis, in-class activities, etc.). Group work will be assigned individual grades based on individual performance and participation. If you have any questions about this, please feel free to contact me.

Grading Scale:

A : 100-93 A-: 92-90

B+: 89-88 B: 87-83 B-82-80

C+: 79-78 C: 77-73 C-: 72-70

D: D+69-68 D: 67-60

F: 59-0

Grades will be updated online each week where both students and parents can view his/her student's grades.

Google Classroom is where all resources and assignments are posted at all times. Students are responsible for all

assignments and materials that they miss during an excused absence and it is the duty of the student to approach the teacher at an appropriate time after checking Google Classroom.

Make Up Policy:

While it is ideal for students to turn all of their work in on time, this does not always happen. I will take late work up until the midterm and end of each trimester. *If a student is absent, it is the student's responsibility to acquire make-up assignments upon returning to class.* Students who are involved in school-related absences (sporting events, choir concerts, etc) **must get make-up work in advance**, as they are pre-arranged absences.

Homework/Daily work only: The maximum grade for an assignment submitted **late** is 75%. Excused absences give students one day for every day gone to make up homework. Unexcused absences cannot make up homework.

- 1) **Assessment Retakes:** [Policy IK-AR](#) Teachers will provide students with multiple opportunities to demonstrate mastery of each standard. Students will be provided with at least two opportunities to retake assessments. A student who retakes an assessment will not be penalized. Teachers can modify assessments (more rigorous to account for greater time allowed for preparation.) Teachers will determine student requirements for assessment retakes that align with Policy IK-AR.
- 2) **Homework/Daily Work:** Achievement of learning standards will be assessed separately from behavior (i.e. attendance, disruption, late work, tardiness, preparation, effort, attitude, etc.).

Additional Course Information:

Please feel free to communicate with me if you have any questions or concerns.

(Please Return THIS sheet only) Keep the syllabus for YOUR records.

CCHS English 9B Syllabus 2022-23 AGREEMENT:

_____ I have read and agree to the above syllabus information.

Student NAME PRINTED: _____ Class Period _____

Student Signature: _____ Date _____

_____ My student showed me the digital syllabus via their **Google Classroom** and explained how they **will be using Google Classroom daily.**

Parent/Guardian NAME PRINTED: _____ Parent/Guardian

Signature: _____ Date _____