

In order to focus on student success, provide quality instruction, and communicate openly and honestly with students and parents, secondary teachers will publish a course syllabus each term.

2020-2021 Course Syllabus 9th Grade ELA

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Objectives: This is a general overview of what the teacher will teach and what the student is expected to master.

Reading Standards for Literature (RL)

RL.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.10.2 Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.

RL.10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.

RL.10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Reading for Informational Text (RI)

RI.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.10.2 Determine the central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.

RI.10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them

RI.10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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Writing Standards (W)

CCR.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCR.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Language Standards (L)

L.10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

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Tests and Grades

Grading: A=90-100 B=80-89 C=70-79 D=65-69 F=below 65 I=incomplete
Grading follows the policies of Biloxi Public Schools. A mid-term progress report and a report card following the end of each term are issued.

Tests: Three department tests are given per term covering all objectives taught up to that point, and tests are timed. Tests make up 55%, Activities/Projects make up 35%, and CTAs (Benchmarks) make up 10% of the term grade.

Retesting: All students are allowed **ONE** retest per nine-week term. All students are encouraged to schedule an appointment to reteach and retest if they are unhappy with their grade, regardless of their score. The higher of the two test grades will be placed in the grade book. To retest, students must successfully complete a remediation assignment (including after school tutoring) and retest within 10 days of receiving his or her score on the original test. If, at the teacher's discretion, a student does not put forth sufficient effort on the original test (turns test in after a very short length of time, does not appear to have worked through EACH question thoroughly and/or to the best of the student's ability), the teacher may elect to not allow the student to reteach/retest. All daily/missed work relating to the test must be complete before the retesting process may begin. An English I teacher will be available for reteaching and retesting on Tuesday and Thursday afternoons.

Homework/Assignments/Projects: Homework is not typically assigned unless class work was not completed or as needed for lengthy projects. Daily homework is due the following day unless otherwise specified. Homework grades decrease by 10 points for each day they are late. Assignments will not be accepted late after 10 days, and the student will receive a 0 for the assignment. Projects will have specified due dates.

Course Requirements: Students are required to complete all homework assignments, projects, and assigned class novel. The student must master all objectives with 65% mastery to pass the term.

Important Dates:

Midterm Progress Reports: September 4

Common Term Assessment Window: October 5-8

Report Cards: October 16