



*A community dedicated to learning and committed to excellence*

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## **Ninth Grade Honors Literature and Composition**

### **Course Overview:**

Ninth Grade Literature and Composition is a course in which students will have opportunities to develop and expand their knowledge of literature and language and demonstrate their mastery level of new learning through performance tasks and assessments. At the completion of this course, students will take the Ninth Grade End-of-Course Test required by state law.

### **Reading and Literature:**

The reading and literature selected for this course will be determined based on the thematic focus of each unit. To align with the English Language Arts Georgia Standards of Excellence (ELA GSE), this course will include reading and analysis of rigorous texts of various genres. Students will read, interpret, and analyze informational material such as memoirs, biographies, and autobiographies. They will also analyze themes and structure in fiction, including short stories, novels, drama, and contemporary and canonical poems. Through extensive reading, students will acquire new vocabulary specific to the study of literature and apply that knowledge in their writing.

### **Interdisciplinary Learning:**

To facilitate a holistic educational experience, students will supplement their literary study with material from disciplines other than English language arts. They are encouraged to draw upon knowledge acquired in other courses to add depth and richness to their education as a whole.

### **Writing:**

Ninth grade students will work to develop research skills and practices and apply them to their writing. They will also continue to produce argumentative, narrative, and explanatory writing. Students will practice timed writings and continue to use the stages of the writing process to develop compositions and writings that demonstrate an understanding of tone, point of view, style, organization, author's purpose, and audience. Additionally, students will be encouraged to use writing as a means to self-discovery through various kinds of journaling activities.

### **Conventions:**

Students will increase their knowledge of the conventions of language in reading, writing, and speaking. They will demonstrate their control of the rules of English, focusing on clauses, punctuation, sentence construction, and usage. They will also apply their knowledge of the conventions of format when producing technical writing, workplace writing, and research-based papers.

### **Listening/Speaking/Viewing:**

Students will continue to develop their critical listening skills. Through presentations and interactions with the teacher and other students, they will apply effective speaking techniques in small and large group settings. The viewing standards will enable students to develop media literacy skills through the careful examination of contemporary texts including television, radio, film productions, and electronic media.

## Georgia Standards of Excellence:

Because of the flexibility of English Language Arts course offerings at the high school level, the ELAGSE for grades 9 through 12 is organized into grade bands comprised of 9-10 and 11-12. The 9-12 Standards define what students should understand and be able to do by the end of each grade band. As students progress toward the successful culmination of their high school careers, they will consolidate and internalize all of the skills instilled through the full progression of the CCGPS. High school students will employ strong, thorough, and explicit textual evidence in their literary analyses and technical research. They will understand the development of multiple ideas through details and structure and track the development of complex characters and advanced elements of plot such as frame narratives and parallel storylines. Student writing will reflect the ability to argue effectively, employing the structure, evidence, and rhetoric necessary in the composition of effective, persuasive texts. Students will be able to construct college-ready research papers of significant length in accordance with the guidelines of standard format styles such as APA and MLA. Students in high school will have built strong and varied vocabularies across multiple content areas, including technical subjects. They will skillfully employ rhetoric and figurative language, purposefully construct tone and mood, and identify lapses in reason or ambiguities in texts. Students will recognize nuances of meaning imparted by mode of presentation, whether it is live drama, spoken word, digital media, film, dance, or fine art. Confident familiarity with important foundational documents from American history and from the development of literature over time will accrue before the end of grade 12. Students will graduate with the fully developed ability to communicate in multiple modes of discourse demonstrating a strong command of the rules of Standard English.

**\*\*\*Course standards for on-level and honors classes are the same. However, the scope and volume of material, pacing, and products produced in honors level classes are more rigorous than in on-level classes.**

## Expectations:

Ninth grade honors Literature and Composition is a prerequisite course for Tenth Grade Honors Literature and Composition, and ultimately, Advanced Placement Language in eleventh grade. This course of study is rigorous and should be attempted only by serious readers and writers. If students fall below an 83 average, the student is at risk of being removed from the program at the end of the semester. Further, students who do not maintain a satisfactory average will not be recommended for future honors and/or Advanced Placement classes. Additionally, an honor student's need to request recovery is a clear indication that the student is misplaced and a course change should be sought. It is important for students to be placed appropriately for the overall good of the student and the class.

## The Honors Student must:

- Be self-motivated and willing to do more than what is asked or required.
- Be tolerant of other people's opinions.
- Accept instruction and constructive criticism in order to improve skills.
- Take full responsibility for all assignments.
- Make attendance a priority and make up missed work without prompting.
- Listen carefully in class and take notes.
- Follow directions without excessive need for clarification.
- Prioritize one's learning as an ongoing process by refraining from procrastination.
- Demonstrate superior knowledge of the course content through analysis and synthesis

### Class Guidelines:

- Arrive to class on time
- Stay seated during lessons and discussions
- Use restroom passes appropriately
- Cell phones in lockers
- Keep cell phones, PSPs and iPods off in lockers
- Stay awake and alert
- Refrain from negative comments
- Do your best work
- Be prepared for class

### Assignment Guidelines:

- Final drafts should be typed or in blue/black ink
- Include MLA header on each assignment.
- Write in complete sentences.
- Use MLA format when writing final drafts.
- Type and double-space final drafts of essays
- Turn in assignments at the beginning of the period
- Assignments must be turned in on due date

**Grading:**

In accordance with Fulton County Schools, grades will be assigned as:

A = 100-90      B = 89-80      C = 79-70      F = 69-0

Your Grade will be composed of the following assignments:

Major Assessments (tests, projects, writing)	55%
Minor Assessments (quizzes)	20%
Practice (HW and CW)	10%
Final Exams	15%

**Extra Credit:** Extra credit assignments or opportunities are not available in any Chattahoochee English class.

**Dropped Grades:**

The Chattahoochee English Department recognizes that unforeseen circumstances sometime prevent students from doing their best work. With that in mind, **it is department policy to drop each student's lowest quiz grade each semester.**

**Notebook Requirements:**

I require students to keep a spiral notebook in their binder for journal writing and mini-essays. Students should also bring their vocabulary spirals to class every day.

**Texts Read in Class:**

All of the texts we will read in class have been chosen by the 9<sup>th</sup> honors team. No text substitutes will be allowed. In order to take this course, you must read what is required. Some of the material covered in these texts may be mature in nature. It is expected that a student who is taking this course will have a higher maturity level that enables them to interact with sensitive topics.

**Absences and Make-Up Work:**

It is the student's responsibility to complete all assignments. If a student has an excused absence, it is his/her responsibility to check the My Homework app or ask a classmate about the missed assignments. It is also the student's responsibility to schedule time with the teacher to make up tests, quizzes, etc. Students have **one day** to arrange make-up work for **each** day they have an excused absence. Please refer to the Student Handbook for the complete attendance and make-up work policy.

**Late Work:**

I expect every student to hand in an assignment on the day that it is due. Homework and daily assignments are due at the beginning of class and **will not** be accepted late. Major writing compositions and projects will be accepted one day late; however, a late penalty of **10** points will apply. If a student is in school at any point during the day when an assignment is due, that student must hand in the assignment or receive a late penalty.

**Help and Conferences:**

I am generally available at 8:00 am Monday -Thursday to answer questions and offer guidance. Students are welcome to drop by during these times, but please note that sometimes I will have meetings scheduled. If you feel you need extra help, it is best to schedule an appointment with me at the end of class to confirm I will be available. Do not hesitate to ask for help! Parents can reach me at [raymonica@fultonschools.org](mailto:raymonica@fultonschools.org) to schedule conferences.

**Common Assessments:**

Every six weeks, each teacher gives a Common Assessment which includes **standards- and skills-based questions** developed by the subject/grade level team that helps to assess if students have mastered the standards covered to that point. These count as summative assessments and will help students prepare for the End of Course Test (EOCT) at the end of the year. The district-wide recovery policy applies to these assessments.

### **Remediation of Essays:**

The English department wants to make sure that students have the opportunity to meet the writing standards of the course. Toward that end, most essay assignments which fail to demonstrate mastery of these standards are eligible to be re-written according to the following guidelines:

A student who receives below a 79% based on the merits of the paper (not simply grammatical mistakes) will have the opportunity to revise and resubmit the paper. If a student wishes remediation, they must schedule a conference with the teacher within a week of receiving their paper back. During the conference, the teacher will identify one skill for the student to focus on for revising (grammar, quote integration, organization, internal transitions, etc.); the student can earn up to 10 points back for completing these directed revisions within the timeframe specified by the teacher. If the student is still dissatisfied with their paper, they can schedule additional conferences and work on revising other skills for up to another 10 pts. per skill. The maximum grade possible on a remediated paper is a 79%.

Papers which have had points deducted for not following the directions of the assignment (i.e., lack of revisions, no pre-writing, being late, etc.) are eligible to be re-written; however, any such deductions will stand. For example, a late with a 20-point deduction can be remediated for a maximum score of 59.

### **The “7 Deadly Sins”:**

After consulting with members of the academic and business communities, the English department has identified seven specific grammatical errors (the “7 Deadly Sins”) that reflect poorly on the author and diminish credibility with the reader. These seven errors are:

Run on sentences or comma splices

Sentence Fragments

Pronoun agreement

Subject-verb agreement

UNNECESSARY use of first person (I, we) or second person (YOU) in an essay

Careless spelling errors (i, its/it’s, there/they’re/their, etc.)

Incorrectly punctuating titles of complete works, selections

In an effort to emphasize the importance of these, we will deduct points for the first occurrence of each “sin” in the final draft of a process paper. The deductions will be implemented as follows:

9th grade -2 points

10th – 3 points

11th – 4 points

12th – 5 points

The total deductions for the “7 Deadly Sins” for a single process paper will not exceed 20 points. These deductions will be taken in addition to other writing criteria as outlined in the rubric.

### **Recovery:**

#### ***Fulton County:***

Board Policy states: All students will have one (1) opportunity every nine weeks to redo/retake one (1) major assignment/assessment. Eligibility for redo/retake is for students who receive a 79 or below on a specific major assignment/assessment. Students are eligible to earn a replacement grade on a redo/retake no higher than 79. Student redo/retakes must be completed before the next major assignment/assessment is given or five (5) school days before the end of the marking period if there is not another major assignment/assessment given. (Exceptions can be made for students who have excused absences during this five-day window.)

**CHS Tardy Policy:**

In all Chattahoochee classrooms, instruction occurs from bell to bell. If a student is not in class before the tardy bell rings, a Tardy Pass will be required in order to enter class. This policy is designed to encourage prompt arrival to class in order to minimize disturbances that occur when students arrive late. Tardies to class will be tracked by the Administration on a weekly basis, and they may result in disciplinary consequences as shown below. Excessive tardies to the same class over the duration of the semester may also initiate an administrator's response.

**Computer Network Policy:** Unauthorized intrusion of computer networks is a major disciplinary infraction. Students are prohibited from:

1. unauthorized/unsupervised use of the computer network;
2. shelling-out to network directories;
3. adding software packages of any kind to the network;
4. causing damage to the network environment

**Internet Access Guidelines:**

Access to the Internet is available at CHS. It will be used only as a part of research in the academic area. We believe the Internet offers vast, diverse and unique resources to the community. Our goal in providing this service to you is to help promote educational excellence.

We at Chattahoochee H.S. firmly believe that the access to valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material inconsistent with the educational goals of Fulton County Board of Education. Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you have. In general this requires efficient, ethical and legal utilization of the network resources.

Statements and/or information provided by the Internet's World Wide Web do not necessarily reflect those views held by CHS. Any information you gather from various World Wide Web sites while you are using the Internet is your sole responsibility. This is also true for any damages incurred. This includes loss of data, nondeliveries, or service interruptions caused by the Internet or by your own error(s) or omission(s). Chattahoochee High School, Fulton County Board of Education accept no responsibility for accuracy and/or quality of information obtained through the use of its Internet services.

Additionally, vandalism will result in immediate cancellation of privileges, disciplinary action and may result in school suspension and/or criminal charges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or any of the above listed agencies or other networks that are connected to the Internet provider. This includes, but is not limited to, the uploading or creation of computer viruses. Moreover, you do not have permission to create "homepages," directories, or establish additional network addresses here at Chattahoochee High School.

**Students: Please print these final two pages and return them to Dr. Ray.**

**Name:** \_\_\_\_\_

**Parents:** Please return this form through your son or daughter to me. Please contact me if you have any questions/concerns at raymonica@fultonschools.org.

**\*CHS English Department Plagiarism Statement**

Plagiarism is the use of another's words or ideas and the presentation of them as though they are entirely one's own. Acts of plagiarism might include, but are not limited to:

1. Using words or ideas from a published source without proper documentation;
2. Using the work of another student (e. g. copying another student's homework, composition, or project);
3. Using excessive editing suggestions of another student, teacher, parent, or paid editor.

Plagiarism on any project or paper at Chattahoochee High School will result in a zero for the assignment and an Honor Code violation. Unless directly stipulated by the teacher, collaboration on written work is not acceptable. Students who willingly provide other students with access to their work are in violation of the Honor Code. Students guilty of cheating will receive a grade of "0" on the assignment or test. The assignment may not be made up (students with zeroes are not eligible for recovery). Additionally, an Honor Violation Form will be completed by the teacher and filed in the school office. Violations may be considered by faculty in making future recommendations. Membership in honor clubs could be jeopardized. Students receiving an Honor Code violation will be assigned to serve two (2) days of Saturday School for the first offense.

Upon teacher request, students may be required to email essays, research papers, or other written work to **turnitin.com**. The website checks the submission for plagiarism, provides a receipt for the student to give to the teacher, and reports to the teacher that the student's work was not copied from any source. Students will be trained on the use of turnitin.com in the first weeks of school. Students who do not have email access at home may use the computers in the media center.

**Texts:**

- Ninth Grade Prentice Hall Literature Textbook—replacement cost: \$87.97
- Ninth Grade Prentice Hall Writing Coach—replacement cost: \$20.97
- Supplementary novels—replacement cost \$15.00 paperback, \$20.00 hardback

Students are **financially responsible** for all books issued by CHS. Textbooks may not be left in classrooms, and teachers are not responsible for the whereabouts of your book. The copy which was issued must be turned in at the end of the course. You will not receive credit for turning in another student's book and may not turn in replacement books. The cost of replacement will be assessed to any student who fails to turn in the book s/he was issued or turns in a damaged book.

**Video Selections:** Below are *some* possible support films that may be used throughout the course of the school year. Any additional films rated PG or above will have prior approval by the principal.

- Romeo and Juliet* – 1968 Franco Zeffirelli (PG) for mature themes, brief nudity
- Romeo and Juliet* – 1996 Baz Luhrmann (PG-13) for violence and mature themes
- The Odyssey* (PG-13) for violence, some sensuality

\_\_\_\_\_ **Yes, my child has my permission to view all of the films.**

\_\_\_\_\_ **No, my child does not have permission to view the following film(s):**

**Independent Reading Projects**

Throughout the course of the semester, students will be assigned or asked to choose additional texts to study outside of classroom instruction.

I have read and understood the syllabus, classroom expectations and requirements, outside reading assignments, CHS Recovery Policy, and CHS Plagiarism Policy.

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**Print Parent Name**

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**Parent Signature**

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**Parent Email (Please Print)**

**Students:** Please sign below indicating that you have read and understand the course syllabus.

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**Student Name**

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**Student Signature**