



English 9 Course Syllabus

2022-2023

Ms. Fellingner and Mrs. Humphrey

Room A004

Office Hours: Before & After School Room A004

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Course Objective:

In alignment with the College Readiness Standards and the Common Core Initiative, we will address all of the facets associated with the SpringBoard *English 1* curriculum. In addition to that, we will read, analyze and critically review English 9 Literature and how it impacts the world.

Course Standards:

- CCSS.ELA-LITERACY.RL/RI/W .9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RI.9-10.6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- CCSS.ELA-LITERACY.W.9-10.1 - Write arguments to support claims in an

analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- CCSS.ELA-LITERACY.RL.9-10.4 - 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).

Units of Study:

Unit 1 - Short Stories

- “The Most Dangerous Game” by Richard Connell
- “Lamb to the Slaughter” by Roald Dahl
- “Flowers for Algernon” by Daniel Keyes

Unit 2 - Novel

- *To Kill a Mockingbird* by Harper Lee

Unit 3 - Argumentative Essay

- Assorted essays about the value of college

Unit 4 - Shakespeare & Poetry

- “In Colorado My Father Scoured and Stacked Dishes” by Eduardo Corral
- *Romeo and Juliet* by William Shakespeare

Throughout: [Independent Reading](#)

Assigned Reading

There will be times when we will assign texts that may contain sensitive topics or are perceived to be controversial. Often these books which challenge us can be the most rewarding to explore. We will be sure to tell you in advance what we are going to be reading, and we will provide you with detailed information about these texts. If you or your family have any issues with the content of the books we are assigning, please reach out to me so we may discuss alternative choices.

Independent Reading

Advanced Placement English Language Arts teachers support independent reading as part of the curriculum for all students beyond the anchor texts. We encourage parents to be mindful of their students’ selections.

Classroom Expectations:

Students will be accountable for:

- Coming to class every day and on time
- Working hard and paying attention
- Respecting themselves, their classmates, the teacher, and the classroom

- Acting in a mature manner, **using appropriate classroom language and behavior**
- Monitoring their assignments, especially when absent (everything will be posted in Schoology)
- Being prepared for class with a charged Chromebook/charger every day
- Managing personal electronic use while in class

As their teachers, students will hold us accountable for:

- Allowing students to express themselves in an appropriate manner
- Maintaining a positive attitude
- Respecting each student and being considerate of their needs
- Grading in a fair manner and adhering to the modifications for Diverse Learning
- Assisting students and allowing them to ask questions
- Providing a rigorous academic environment

Accessing classwork: Schoology will be the location where students can retrieve and submit **ALL** of their coursework including assignments, resources, videos, etc.



Course Requirements:

Students are required to bring the following materials to class **every day**:

- A charged computer
- Computer charger
- Interactive notebook
- A writing utensil

Bathroom Policy:

Students are allowed to leave the classroom once every class period. This includes getting a drink or using the restroom. The expectation is that students are going where they're supposed to, and keeping their break under five minutes. If we find an established pattern of roaming the halls, leaving the room for more than five minutes, or misusing their break in any way, I do reserve the right to not let that student leave during our class period. Emergency situations are the expectation.

Grading Policy

Grades will be entirely skill-based, instead of points-based. Every week, there will be one assessment, either formative or summative, that will test students' abilities regarding the skill we learned that week. There is a common rubric that will be used for every assignment which can be found [here](#). There is no separate extra credit in this class. It is important that you monitor and stay on top of your assignments. The grading scale is as follows:

A	100-90
B	89-80
C	79-70
D	69-60
F	59-51

(Note: a 50% on an assignment indicates that no evidence was submitted)

Grading Weights:

Classroom practice activities will not be graded, and serve as opportunities for students to practice their skills before taking the weekly assessment. Weekly formative assessments will be counted for 25% of the overall course grade, and summative assessments (papers, presentations, projects, etc.) will be counted for 75% of the total grade.

Late Work:

Students may redo assessments at any point during the semester for full credit which will supersede a previous grade. However, in order for a student to redo an assessment, they also must write a reflective letter explaining what their previous mistakes were and what they did differently in order to achieve success this time. **No late work or redos will be accepted during the last two weeks of the semester.**

Cheating/Plagiarism:

Any student found taking the work or ideas of others and claiming it as their own is considered plagiarism. **Any student found responsible for plagiarism is subject to an automatic “0” on the assignment or exam. It is up to the teacher’s discretion to provide the student with a different assignment or exam if they are caught cheating or plagiarizing work.**

Cell Phones:

Phones should remain off and out-of-sight unless otherwise directed. This expectation extends to headphones and earbuds as well. Charging in class is not recommended. If a student is asked more than once to put their phone away, Fellingner and/or Humphrey will take the phone for the remainder of the class period. If inappropriate phone usage becomes a consistent issue, then the phone will be taken to the office. The student may retrieve their phone from office staff at the end of the school day.

GWHS Student Handbook:

Students bringing cellular telephones or electronic devices to school do so at their own risk. Greeley School District 6 will not assume any liability for any lost, stolen or damaged cellular telephone and/or any other electronic devices either in school or in their possession.

1. Students will not record still or moving images or voices of students or the teacher without permission from the teacher on Snapchat or any other social media.
2. Students will place phones in book bags or pockets during all assessments. Cell phones must remain there until ALL assessments have been collected.
3. Students are not to have headphones in at any point during the day unless it is part of the classroom instruction.

Additional Support:

If you need help or extra explanation on anything during the school year, please see one of us during your lunch period or our office hours. These opportunities will be your time to advocate for yourself and receive individualized help if you feel you need it. Any questions you may have can be asked of us via our emails, the remind App, and our Google-Voice numbers.