**English 1 Syllabus**

**Mrs. Maciulis-Hupcey**

**Fall 2020**

**Course Overview:**

 9th grade English covers novels, short stories, nonfiction, poetry and writing. Students will begin by looking at themes of “Coming of Age” and culture.

**Contact information:**

Email: Dalia.Maciulis-Hupcey@clevelandmetroschools.org

Remind: You must sign up for Remind with a specific class code. Course codes will be given when class meets in the first few live sessions. Remind keeps your phone number private and my number private. You can send text messages to me directly through Remind. If I am in another class, I may not be able to answer right away.

**Rules:**

1. Review and abide by Schoology and Online Code of Conduct, Collinwood’s rules, and CMSD’s Code of Conduct.
2. Please be respectful and patient with all. These are trying times and we all need to have grace and understanding.
3. Please do not use profanity or vulgar language. Literature often mimics real life language, but we need to use professional language in our speech and writing.
4. Please dress appropriately.
5. Attendance and punctuality are required. Be on time for each class session.
6. Absences must be excused according to the allowable absence reasons. Students must immediately schedule a meeting with me to get caught up. Make up work must be completed and submitted within 2 days of returning to school. More time will be given for those with serious circumstances.
7. All work must be turned in by the due date. Any work turned in late will only be worth 50%. If there are any serious issues, please contact me.
8. Please do not talk over others.
9. Cheating or plagiarism will not be tolerated and will receive a score of “0”. If you give or share your work with others, you will also receive a “0”.
10. Understand that things may change as the learning environment changes.

**Grades:**

 Grades are based upon successful and accurate completion of: classwork, homework, quizzes, tests, papers, projects, and participation. The more you participate, the more you will get out of the class.

**Grading Scale:**

 90%- 100% = A

 89%- 80% = B

 79%- 70% = C

 69%- 60 = D

 59% and below = F

**Standards Addressed:**

**RL.9.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.9.2** Determine a theme or central idea of a text & 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.

**RL.9.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.9.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in grade 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RL.9-4** 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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).

**RL.9.5** Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**RL.9.6** Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**W.9.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**a.** Establish a clear and thorough thesis to present an argument.

**b.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

**c.** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

**d.** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**f.** Provide a concluding statement or section that follows from and supports the argument

**W.9.2** Write informative/explanatory texts to examine and convey complex

ideas, concepts, and information clearly and accurately through the effective

selection, organization, and analysis of content.

**a.** Establish a clear and thorough thesis to present information.

**b.** Introduce a topic; organize complex ideas, concepts, and information

to make important connections and distinctions; include formatting

(e.g., headings), graphics (e.g., figures, tables), and multimedia to aid

in comprehension, if needed.

**c.** Develop the topic with well-chosen, relevant, and sufficient facts,

extended definitions, concrete details, quotations, or other information

and examples appropriate to the audience’s knowledge of the topic.

**d.** Use appropriate and varied transitions to link the major sections of the

text, create cohesion, and clarify the relationships among complex

ideas and concepts.

**e.** Use precise language and domain-specific vocabulary to manage the

complexity of the topic.

**f.** Establish and maintain a formal style and objective tone while

attending to the norms and conventions of the discipline in which they

are writing.

**g.** Provide a concluding statement or section that follows from and

supports the information or explanation presented (e.g., articulating

implications or the significance of the topic).

**W.9.4** Produce clear and coherent writing in which the development,

organization, and style are appropriate to task, purpose, and audience.

**W.9.5** Develop and strengthen writing as needed by planning, revising,

editing, rewriting, or trying a new approach, focusing on addressing what is

most significant for a specific purpose and audience.

**SL.9.1** Initiate and participate effectively in a range of collaborative

discussions (one-on-one, in groups, and teacher-led) with diverse partners on

grades 9–10 topics, texts, and issues, building on others’ ideas and expressing

their own clearly and persuasively.

**a.** Come to discussions prepared, having read and researched material

under study; explicitly draw on that preparation by referring to

evidence from texts and other research on the topic or issue to

stimulate a thoughtful, well-reasoned exchange of ideas.

**b.** Work with peers to set rules for collegial discussions and decisionmaking (e.g., informal consensus, taking votes on key issues,

presentation of alternate views), clear goals and deadlines, and

individual roles as needed.

**c.** Propel conversations by posing and responding to questions that

relate the current discussion to broader themes or larger ideas;

actively incorporate others into the discussion; and clarify, verify, or

challenge ideas and conclusions.

**d.** Respond thoughtfully to diverse perspectives, summarize points of

agreement and disagreement, and, when warranted, qualify or justify

their own views and understanding and make new connections in light of the evidence and reasoning presented.

**SL.9.3** Evaluate a speaker’s perspective, reasoning, and use of evidence

and rhetoric, identifying any fallacious reasoning or exaggerated or distorted

evidence.

**SL.9.4** Present information, findings, and supporting evidence clearly,

concisely, and logically such that listeners can follow the line of reasoning and

the organization, development, substance, and style are appropriate to

purpose, audience, and task.

**L.9.2** Demonstrate command of the conventions of standard English

capitalization, punctuation, and spelling when writing.

**a.** Use a semicolon (and perhaps a conjunctive adverb) to link two or

more closely related independent clauses.

**b.** Use a colon to introduce a list or quotation.

**c.** Spell correctly.

**Materials:**

Computer with internet access

Paper

Pen

Flash drive

Other materials may be added as the course moves forward

**Course Content:**

English 1 will read many pieces of literature such as “ Marigolds,” “Scarlet Ibis” and *Monster* to determine the meaning of “Coming of Age” and to analyze personal identity in the surrounding world. Students will look at specific devices such as setting, characterization and rhetorical appeal to determine effect. Writing will consist of journals and reflections along with analytical and persuasive writing.