

Name \_\_\_\_\_

Period \_\_\_\_\_

English 9B, Spring 2018  
Tom Cantwell, Room 504  
cantwell@4j.lane.edu

## **Welcome to English 9B!**

### **Instructional Access Time**

- 3:15-4:00 on Wednesdays, or by appointment

### **Course Description: English 9**

This class is a solid preparation for later English courses a student will take at SEHS and beyond. The focus of this course will be analysis of fiction, nonfiction, drama, and poetry through reading, writing, and discussion. We will also work on writing conventions and vocabulary acquisition. Students will use these skills not only to prepare for the 11<sup>th</sup> grade statewide assessments, but also to increase their ability to express themselves while becoming critical thinkers. Many of the reading selections may be the same as those in the Honors course. While the pace and level of difficulty may be less challenging than in the Honors section, students selecting this pathway may still choose advanced courses in later years.

### **Learning Targets for Trimester B:**

- I can write a summary that analyzes the purpose of the text
- I can analyze the author's purpose and support it with evidence from the text
- I can analyze the author's use of figurative language
- I can express my ideas by participating in class discussions or group activities
- I can identify the meaning of words in context
- I can correctly capitalize, punctuate, and spell
- I can write an expository essay, an argumentative essay, and a narrative story
- I can develop and strengthen my own writing

### **Main curriculum materials:**

- Student voting will determine which two of the following books our class will study:
  - *The Bean Trees*, by Barbara Kingsolver
  - *The Girl Who Fell From the Sky*, by Heidi W. Durrow
  - *The Lone Ranger and Tonto Fistfight in Heaven*, by Sherman Alexie
  - *Lord of the Flies*, by William Golding
- Students will also read a third book of their choice.

A formal writing task will be connected to each book. For each book, students will choose which mode to write in: expository essay, argumentative essay, or narrative story. Students must write in each of the three modes. Prompts will be provided, but students are encouraged to generate their own writing topics.

## Grading

50% - Assignments – Literature packets, outlines and rough drafts, class discussion, etc.

25% - Assessments – Tests and quizzes

25% - Formal Writing Tasks – Final drafts - Expository essay, Argumentative essay, Narrative

Grades will be determined using a standard point system and letter grades tied to the following percentages: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 59% or less.

Appropriate modifications and accommodations will be made for identified special needs.

All work should be turned in on time, unless it is due to an excused absence, in which case it must be made up promptly according to the student handbook. Missing work will be entered as zero points. Late work may or may not be accepted, at the discretion of Mr. Cantwell. Do not expect late work to be graded in a timely manner; late work gets graded late! Plagiarism (the use of another person's work, ideas, or wording without attribution) will result in loss of points and possible disciplinary action. Do your own work!

I will post grades on StudentVue/ParentVue, the district's online grading system, every week or two. I maintain a class website that I will update on Mondays with my best guess for the week ahead. Since things change depending on student progress, a daily agenda will be recorded on the front white board. The "E9B - Links" page of my website will have relevant links and printable versions of important handouts. Here is my site, which is linked from the bottom of the SEHS homepage: <http://blogs.4j.lane.edu/cantwell/>.

## Classroom Expectations

- Be on time – in your seat and ready to work when the bell rings
- Be prepared – organized binder, completed work, writing tools, reading text
- Be on task – independently or when contributing to group and class discussions
- Be nice – The Platinum Rule: do unto others as they would have you do unto them
- Put away and silence your electronic devices – unless you have specific permission

Another way of looking at it:

- Does what I'm doing help or hinder my learning?
- Does what I'm doing help or hinder other students' learning?
- Does what I'm doing help or hinder the teacher's ability to teach?

Consequences for not following classroom expectations will be based on frequency and severity and may include verbal warning, time out of the room, detention, parent contact, referral to counselor and/or office, and report card comments. Cell phones must be put away or lodged in my "Cell Hotel." Phones out without permission will be confiscated for the period or the day.

## I look forward to working with you!

Parents and guardians, today I sent you an e-mail using our district communication system, so if you didn't receive that, we'll have to get it straightened out through the office. If you have any questions or concerns, please e-mail ([cantwell@4j.lane.edu](mailto:cantwell@4j.lane.edu)) or call (541-790-8038). Please sign below.

Student signature: \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_