Southeast Bulloch High School

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9th Grade English

Room 235

Planning period/Contact period: Second block 10:15-11:45

Tutoring: Thursdays 3:30-4:30

**Required Texts**

We will rely on the textbook, *9th Grade Pearson Literature (Common Core): Georgia*, as well as *The Education of Little Tree* and *Ecology of a Cracker Childhood*. These text will be employed as instructed by the teacher. Students should try to remain current on which text(s) are being used.

--Each day students must bring the textbook announced for use that day and a 3-ring binder with college-ruled notebook paper in it divided into three sections—Literature Notes, Writing, Terms.

--3 X 5 ruled note cards

--highlighters and Post-it notes for close reading purposes

--#2 pencils and black ink pens

--A flash drive (or access to Dropbox or Google Drive)

**Recommended Texts**

Dictionary.com or M-W.com for adequate definitions of words

Purdue Owl (<https://owl.english.purdue.edu/owl/>) for any questions about citation or formatting

**My beliefs about ELA as a Discipline**

English Language Arts is meant to encourage students to join in conversations that have extended since before writing. These conversations are impactful and consequential. These are the conversations that define us. In order to participate in that conversation, students must learn both the subject and method of communication. It is my job not only to introduce students to the relevance and pleasures of that conversation, but also to show them ways to participate in it. By placing the emphasis on the relevance of the subject, students are encouraged to take responsibility for their own learning.

**What to Expect in Class**

My class will follow the standards established by the Georgia Standards of Excellence. Students will learn writing and reading skills, including vocabulary and paper, paragraph, and sentence structure. They will collaborate with each other to create knowledge and learn to carry that knowledge into a considered and well-researched paper. They will be responsible for both multimedia and written presentations. They will also learn methods for understanding various written texts, especially fiction, nonfiction, drama, and poetry.

**My Expectations for Behavior**

Students are expected to enter the classroom in an orderly manner, take their seats, and begin the warmup. During class, students are expected to be attentive, quiet (unless the teacher has encouraged discussion), and engaged with the lesson.   
  
Students are expected to comply with the rules found in their handbooks at all times. They are expected to never endanger or threaten the property or well-being of other students, faculty, administrators, or staff. In addition: 

1. Enter the classroom in an orderly manner, paying attention to your behavior.  
2. When the bell rings, be ready to learn. Be attentive, seated in your desks, with a pen, a notebook, and relevant books  
3. Be courteous and respectful to everyone in the class.   
4. To speak in class, raise your hand and wait to be recognized.  
5. Place homework in the basket at the beginning of class. All late work, both tests and daily work, will receive a 50 percent deduction. Homework will not be accepted after the beginning of class.  
6. Never damage materials in the classroom.  
7. Do not touch my personal things without my permission. These include anything on my desk, in bookshelves, and things placed on the walls.  
8. Refrain from preening, i.e. fixing your hair, applying lotion, doing most anything that requires looking in a mirror.  
9. Do not leave class until dismissed. Then leave in an orderly manner.  
10. No food or drink. Water is allowed.  
11. If you enter the class after the bell rings, you are tardy. When you are tardy, enter the class quietly, present your tardy slip, take your seat, and prepare for class quickly.  
12. No electronic devices are allowed unless given permission by your teacher.  
13. You may not leave class without Mr. Green’s hall pass. When you leave the class with permission, fill-out the pass log and hand it to Mr. Green to initial it.  
14. You must wait for your ride from after school tutoring in front of the school. You must go immediately from Mr. Green's classroom to the pickup area. If you are driving, you are expected to leave the school immediately after tutoring. You may not bring friends or siblings to tutoring. If your friends disturb us during tutoring, you will be asked to leave.   
  
**Tips for Success**

**My best advice is to pay attention and be active. Ask questions often. Such questions may be as simple as what the next assignment is or what you should be working on. They may also, more importantly, include questions about the subject at hand, such as how the work fits into the writer’s canon, into the historical era, any larger philosophical questions, movements, or drives, etc. These kinds of questions show you to be an active learner.**

**The Beatitudes for my class:**

**--Be active. Your learning falls on you. I will do my best, but for you to learn, you should do your best too.**

**--Be independent. Take ownership of your learning and your activity. Make yourself accountable to the tasks and the learning at hand. Be thorough and complete in your learning.**

**--Be courteous. Everyone is valuable. Treat them as such.**

**--Be open-minded. Remember that everyone in the class has valuable perspectives and contributions. They can be valuable to you and your learning.**

**--Be analytical. Try to be aware of both how things work around you and what is at stake in their message. What are these things trying to say; how are they able to say it; and why are they saying it? These questions should be in your mind at all times.**

**Beyond these, I should remind you that cramming is never a good study habit. To learn effectively, you should develop a pattern of behavior that demands you review the material often. Try to summarize what you have learned. Repeat these things to yourself. “Why?” and “What if?” become a useful questions to think about? These questions will help you to think more about character, plot, and implication.**

**Consequences of Inappropriate Behavior**  
Comment cards will be kept to document inappropriate behavior.  
1st & 2nd Offenses: Verbal warning, documentation on comment card   
3rd Offense: Phone call to parents, documentation on comment card   
4th Offense and beyond: Office referral, phone call to parents, documentation on comment card   
\*Major infractions, such as insubordination, disrespect, or violent behavior, will result in an immediate referral to the office.

**Academic Misconduct**  
I will not accept cheating in any form. Cheating includes plagiarism, collusion, or recording answers prior to an activity or examination. Basically stated, plagiarism is borrowing any work, i.e. words, ideas, sentence structures, of others in your writing without acknowledging you have done so. Collusion includes allowing other people to write sections of your work.

I strongly encourage you not to make any work or activity look suspicious. Doing so puts both you and me in the difficult position of making a judgement about the likelihood of your cheating. If you have been determined to be cheating, you will receive a “0” percent on all work involved.

**Cell Phone Policy**

It is school policy that if a cell phone is being used without a teacher’s permission, that cell phone immediately becomes temporary property of the school. You may ask for the cell phone at the front desk. You have three options at the front desk. You may: 1) have your parents retrieve the cell phone for you; 2) pay $10 to recover it yourself; or 3) wait for three days, at which point it will be returned to you.

**Grading**

Grades should reflect the student’s academic progress. Teachers are expected to keep complete and accurate records of all student work. Teachers are expected to keep grades updated every Monday. Parent conferences are mandatory when the student continually produces work less than he or she is capable of doing. It is mandatory to let parents know in advance when a student is receiving a failing grade on his/her report card. My gradebook will be confidential and will do my best to insure that I have not let any student know his or her peers’ grades on any assignment.

**Grades:**

**Scored Assignments:** Summative assessments have been called test grades in the past. Formative assessments were formerly called daily grades.

* **Grade Weighting:**

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| **EOC Courses (Ninth Grade Lit/Comp, Eleven American Lit/Comp)**  Coursework Grade: Final Grade in Class:  60% Summative Assessments 80% coursework  40% Formative Assessments 20% EOC  **\*EOC: End of Course** | **S-L-O Courses (Tenth Grade Lit/Comp, Twelfth British Lit/Comp, Spanish I, Spanish II**  Coursework Grade: Final Grade in Class:  60% Summative Assessments 80% coursework  40% Formative Assessments 20% SLO  **\*S-L-O: Student Learning Objectives** |

* **Minimum Number of Grades:**

Summative Assessments—3 to 4 per nine weeks (6-8 total for semester). Summative assessments are aligned to standards and are cumulative.

The nine weeks exam is one of the summative assessments.

Formative Assessments minimum—9 per nine weeks (18 total for semester)

**Unscored/Unweighted Assignments:** Students may complete more assignments than will be actually counted in their grades. These assignments will be practices and are designed to let students and parents know how the student is progressing. These assignments may be graded by the teacher and entered into the gradebook, but they will be classified as **unscored or unweighted**. They are only intended to help students and parents see how students are progressing in the class, but they do not count as part of the official grade. Just as in the past, no assignment is negotiable; they must all be completed.

**Retesting:** A student who scores **69 or lower** on a summative assessment has the option of restudying the material and retesting over the standards covered on the failed summative assessment.

* The retest summative assessment will be different from the first (we are not simply retaking the same test). It may be in a different format from the original summative assessment (for example, the retest may be an essay summative assessment).
* In order to retest, the student **must attend two remediation sessions** with the teacher **within four days** of the failed summative assessment, which may take place during break, before school, or after school during ELA tutoring. The remediation sessions may consist of face-to-face tutoring with your own ELA teacher, face-to-face tutoring with a different ELA teacher, additional assignments or worksheets, or other remediation sessions as designed by your teacher. You do not get to choose your remediation sessions.
* Any retest must be completed **within five days** of the return of the failed summative assessment.
* The best you can score on a retest is **75%**.
* There will be only one retesting opportunity for each summative assessment.

**Late Assignments**: Meeting a deadline turns out to be rather important in life beyond high school. Students who develop the self-discipline necessary to make themselves commit to and follow through with tasks that they do not particularly enjoy or that interfere with their entertainment are better prepared to meet the challenges of college and careers and life in general. In ELA, classes students are expected to meet deadlines. Late work is unacceptable, and it will rarely be taken. If you do not physically have your assignment in hand when it is due and if it is a summative assessment (an essay or project), you may go through the retesting steps.