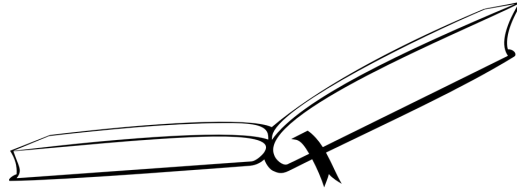


English 9 Resource Syllabus 2022-2023



"And now that you don't have to be perfect, you can be good."

-- John Steinbeck, *East of Eden*

Teacher Contact Information

Valerie Delavigne

Phone: (480) 424-8100

Delavigne.valerie@cusd80.com

Course Description

In this course, students will read and analyze the following: short stories, poetry, novel, drama, and essay. As an instructor, I focus heavily on the Standards that deal with literary response and analysis, writing strategies, and writing conventions. Ultimately, this better prepares students for the critical thinking that future classes (and college) will require.

Course Texts

- *The Odyssey*, by Homer
- *Romeo and Juliet*, by William Shakespeare
- *Night*, by Elie Wiesel
- Various Short Stories and Poems

Office Hours

Monday-Wednesday -Thursday

7:00am-7:25am and/or 2:30pm-3:00pm

Friday

7:00am-7:25am

These times will vary weekly based on meetings that occur during my office hours. Please communicate with me via email if you need assistance or have questions.

Google Classroom

Google Classroom will be the primary platform for accessing Course Calendar, Google Slides, and all Handouts. Students must use their district provided Google accounts to access this. With this account, students will have a designated email, a Google Drive for storing documents, and access to Google apps such as Docs, Slides, and Sheets.

- Official grades will not be delivered via Google Classroom. Infinite Campus will be utilized for posting grades.
- Please email me with questions or concerns you may have with the use of Google Classroom.

Re-teach and Homework help

**Students will be monitored to make sure they are working on assignments and using their time wisely. This will help make students accountable for their work and help me to document what they were working on.

Grading Policy

The English Department grades on a 40-40-20 scale each semester. For example: Quarter 1's average will contribute to 40% of the grade, Quarter 2's average will contribute to 40%, and the final exam will contribute to 20%.

Assignments will be entered in one of two categories: formative or summative. Formative is weighed at 40% and summative is weighed at 60%. There will be an additional category called Assignment Completion and will determine when a student turns in an assignment on time, missing, or late.

The grading scale is as follows:

A = 100 – 90%	D = 69 – 60%
B = 89 – 80%	F = 59% and below
C = 79 – 70%	

***Grades will not be rounded if there are missing assignments. Having done all assignments would typically omit the need for a grade rounding.*

Finals:

Finals are not given early. Absent students will receive a zero until they can take the final.

Make-up Work Policy

If you are absent, it is your responsibility to get all make-up work done. Remember, it is your grade so be responsible for it.

- Extra handouts and PowerPoints of lessons (when applicable) are available to students, as well as a calendar with assignment details on my website and through Google Classroom.
- Students should talk to classmates and/or instructor for any clarification.
- Missed Quizzes/Tests will be completed within one week, scheduled ahead of time with the instructor.

If you have any questions, please see me during office hours, or email me at any time.

Late Work Policy

For all late work that is *not* due to absence, it is imperative that you communicate with the instructor.

- If you know ahead of time that you will need additional time to complete an assignment, please talk to the instructor *before* the due date.
- If no communication is received, and the due date has passed, 10% of possible points will be deducted for each day the assignment is late.
- **Keep in mind: ALL late submissions are due within a reasonable time frame. Please be responsible for getting work done on time. It will be a wonderful skill to have not only in school but in the workplace.**

Retakes

Being that the goal is to show mastery and fully understand all concepts covered in the course, quizzes and assignments *may* be resubmitted/retaken. In order to be eligible for retakes and resubmissions, you must first schedule a time to meet and discuss the quiz or assignment with the instructor during office hours. This is to ensure understanding and better prepare you.

- Any assignment that receives a 50% or less is recommended for retake/resubmission.
- Retakes should be scheduled in a timely manner (*not frantically at the end of the grading period*)
 - If you wait until the last minute, you may not have time to fully prepare and meet the requirements for a retake. Plan accordingly

Technology:

With the 1:1 technology initiative, it is the responsibility of the student to bring their fully charged laptop to school every day. Technology is a tool no different than a pencil. Like all school supplies, students are expected to have the supplies needed to learn.

Discipline Protocol: It is the expectation that students hold themselves to high standards. The teacher will address students who are not meeting these expectations. Typical classroom behaviors consequences these are they standard progression for discipline-

-a warning

-a warning with a phone call

-a Parent-teacher conference

-a referral.

Our goal is to work with families to ensure that all students have a safe and focused learning environment.

Tardy Protocol:

Students are expected to be in their seats when the bell rings and ready to learn. If a student is tardy to class teachers will follow this process to rectify students being late to class.

- a warning on their first and second offense.
- the teacher will email / call home.
- Notify Attendance Interventionist and email / call home.
- On the fifth offense, the teacher will refer the student to our Attendance Interventionist, who can work with families and assign Saturday school if necessary.
- The teacher has the option to provide their own lunch detention at their discretion instead of writing a conduct referral.

Absences:

Students who have excused absences have at least one day every day they are absent to make up the work they missed. Excessive absences can result in the loss of a credit for the course.

Student Responsibility

It is your responsibility to be successful in school and in life. This class is designed to provide you with the tools to help you become a voracious reader, elegant speaker and creative writer. I ask that you give yourself a chance to be successful, to have a positive attitude and come to class ready to work and learn.

Materials

Being organized is a huge part of doing well in school. When you come to class, I will be checking to see if you have all supplies needed to be successful. Your **District Issued Laptop** and a **Composition Book** are required for this class.

Media

Throughout the year, we may watch video clips and/or listen to media that support our novel studies and curriculum. Some media may be rated NR, G, or PG, yet all are connected to our required reading and educationally based. By initialing below, you give consent for your student to participate in these viewing or listening activities throughout the school year. Please email me with any questions or concerns.

Please initial next to each film giving your child permission to watch these during class.

***The Tragedy of Romeo and Juliet* (PG/PG-13)**

- clips from the beginning of the film, setting the scene and language of the story
 - (total viewing time approx. 10 min.)
- clips from key scenes of play
 - (total viewing time approx. 30 min.)
- available on Google Play, Youtube, Amazon Instant Video, and Netflix if you wish to preview
[Romeo and Juliet Review | Common Sense Media](#)

Rationale: As students read *Romeo and Juliet* by William Shakespeare, they will see clips from the film to help their understanding of time period and language. Students will view these film adaptations and compare/contrast the representation of the key scene. This will enrich their understanding of the play.

Parent/Guardian Initial: _____

Moana

- clips from beginning to end
- available on Youtube, DisneyPlus, Apple TV, and Amazon Video

Rationale: As students read *The Odyssey* by Homer, they will learn about the 12 stages of The Hero's Journey. At the end of the quarter, before students respond to an argumentative writing prompt asking them to identify the most important stage of the Hero's Journey, students will view this film and compare/contrast the representation of each stage. This will enrich their understanding of the concept and provide them with more evidence/concrete detail to use in their argumentative summative writing.

Parent/Guardian Initial: _____

Oprah Episode "Winfrey and Wiesel" Part 1&2

- clips from both parts of the film
- available on youtube or "schooltube"
 - (total viewing time approx. 30 min)

Rationale: As students read *Night* by Elie Wiesel, they will see these two clips to help their understanding of the time period and point of view. These clips will give them visual context to some of the conditions that Wiesel talks about in his novel. This will further develop their understanding of certain concepts and provide them with a clearer picture with evidence/details.

Parent/Guardian Initial: _____

Contact Me

Email is the best way to contact me. I check my email multiple times during the day. I will respond as soon as possible but it may take several hours. My email address is: delavigne.valerie@cusd80.com.

Also, feel free to contact me via telephone. Please keep in mind that calls will be directed to voicemail and answered at the end of the school day. I can be reached at (480)424-8100. My goal is to respond within 24 hours.

Always remember I, Mrs. Delavigne, do not dislike or discipline students. I dislike and discipline improper behavior.

Valerie Delavigne

I have read and understand Mrs. Delavigne's 2022-23 Course Outline for ELA 9 -Resource at CCHS.

Student Printed Name

Student Signature

Date

Parent/Guardian Printed Name

Parent/Guardian Signature

Date

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Classroom Code of Conduct

I will...

-Treat each person in the classroom with dignity and respect.

-Respect the property of others.

-Bring all needed materials to class and be prepared to work during class.

-I will keep my phone in my pocket or backpack during class. This is my warning. Phone will be placed in a pocket chart if I am not able to self-discipline. Additionally, cell phone use will not be allowed without teacher approval.

-Along with my parents, we will read and be aware of all policies and procedures in the Student Handbook, set forth by Casteel High School and the Chandler Unified School District.

Behavior Consequences

a. All discipline will be handled in the classroom by Mrs. Delavigne through discussion and the common understanding of proper behavior.

b. Only if I CHOOSE not to correct my behavior will I be referred to the office for disciplinary action.

My classmates and I are here to get a quality education. If I interfere with the learning of another student, I am hurting them. I will respect myself, others, and Mrs. Delavigne.

Student Signature _____ Date _____

Parent Signature _____ Date _____