

<b>Course Name</b>	9 <sup>th</sup> Grade Accelerated Literature and Composition	<b>Course Code</b>	23.0610001A-2
<b>School Name</b>	Tucker High School	<b>Teacher Name</b>	Ms. Morgan Peterson
<b>School Phone Number</b>	678.874.3702	<b>Teacher Email</b>	<a href="mailto:morgan_n_peterson@fc.dekalb.k12.ga.us">morgan_n_peterson@fc.dekalb.k12.ga.us</a>
<b>School Website</b>	<a href="http://www.tuckerhs.dekalb.k12.ga.us/">http://www.tuckerhs.dekalb.k12.ga.us/</a>	<b>Teacher Website</b>	www.peterson9th.weebly.com

**Course Description:** This is a theme-related, literature-based, integrated course which provides heterogeneously-grouped students with an opportunity to become familiar with a wide range of literary forms, themes, cultures, and periods while developing proficiency in the use of grammar/usage and mechanics in their compositions. Emphasis is placed on distinguishing aspects of the various genres and elements of literature, with a concentration on short story fiction, non-fiction, poetry, and drama. Students analyze various works of literature through oral discussion and written compositions. They produce various types of compositions and research projects using technology. The basic tools needed for research writing are introduced, including writing a thesis statement, making an outline, locating resources, preparing a bibliography, paraphrasing resources materials and documenting resources using the MLA format. Additionally, teachers emphasize standard test preparation and vocabulary development.

#### Curriculum Overview

The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

<b>CURRICULUM OVERVIEW</b>
Unit 1: Archetypes and the Rite of Passage
Unit 2: The Hero's Journey, Ancient Mythology and Homer's <i>The Odyssey</i>
Unit 3: Short Stories, Fiction and Non-fiction
Unit 4: Elizabethan drama, William Shakespeare's <i>Romeo and Juliet</i>
Unit 5: Poetry
Unit 6: Media and Research Unit ***Details of this unit are subject to change due to technology constraints, computer availability, and the media center schedule***

#### BOARD-APPROVED INSTRUCTIONAL MATERIALS

Title	Prentice Hall Literature, Grade 9, Student Edition
ISBN	ISBN10: 0131317172
Replacement Cost	\$ 62.00
Online book and/or resources	
Online student access code (school specific)	

**GRADING SYSTEM:** The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student's opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student's academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA.**

<b>GRADING CATEGORIES</b>	<b>*GRADE PROTOCOL</b>	
<b>Formative Assessment (Pre-Assessment) – 0%</b>	<b>A</b>	90 – 100 ~P (pass)
<b>Assessment During Learning – 25%</b>	<b>B</b>	80 – 89 ~F (fail)
<b>Guided, Independent, or Group Practice – 45%</b>	<b>C</b>	71 – 79
<b>Summative Assessment or Assessment of Learning– 30%</b>	<b>D</b>	70
	<b>F</b>	Below 70

#### Notes:

\*English Learners (ELs) must not receive numerical or letter grades for the core content areas in elementary and middle school during their first year of language development. A grade of CS or CU must be assigned. This rule may be extended beyond the first year with approval from the EL Studies Program. English Learners must receive a grade for ESOL courses.

~Elementary schools will utilize P (pass) and F (fail) in Health/Physical Education, Music, World Languages, Visual Arts and

<b>DISTRICT EXPECTATIONS FOR SUCCESS</b>	
<b>STUDENT PROGRESS</b>	Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester. The progress of students shall be evaluated frequently and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. <b>See Board Policy IH.</b>
<b>ACADEMIC INTEGRITY</b>	Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. <b>See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.</b>
<b>HOMEWORK</b>	Homework assignments should be meaningful and should be an application or adaptation of a classroom experience. Homework is at all times an extension of the teaching/learning experience. It should be considered the possession of the student and should be collected, evaluated and returned to the students. <b>See Board Policy IHB.</b>
<b>MAKE-UP WORK DUE TO ABSENCES</b>	When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. <b>See Board Policy IHEA.</b>
<b>SCHOOL EXPECTATIONS FOR SUCCESS</b>	
<b>CLASSROOM EXPECTATIONS</b>	<ul style="list-style-type: none"> <li>-Come prepared for class everyday having completed any reading assignments, writing, or necessary studying.</li> <li>-Bring all materials to class each day.</li> <li>-Contribute to class discussions and share your ideas.</li> <li>-Listen when others share their own ideas, even when they are different from your own.</li> <li>-Express your opinions politely and ask for further explanation when you do not understand what someone has said.</li> <li>-Take responsibility for your share of work and complete it as thoroughly as possible when working in groups or pairs.</li> </ul>
<b>MATERIALS AND SUPPLIES</b>	The required materials for this class are a 3-ring binder, tab dividers, college ruled notebook paper, one set of multi-colored highlighters (green, pink, orange, yellow), pencils (mechanical are okay), and blue or black pens.
<b>EXTRA HELP</b>	<p>I am available before and after school to assist you. Never hesitate to reach out for help with assignments, essays, or need me to provide further explanation.</p> <p><b>“It is not the load that breaks you down; it is the way you carry it.” – Lena Horne</b></p>
<b>PARENTS AS PARTNERS</b>	<p>Parents and guardians are encouraged to stay up to date with our class by visiting the course website: <a href="http://www.peterson9th.weebly.com">www.peterson9th.weebly.com</a></p> <p>The website contains a ‘Daily Agenda’ tab in which students and parents alike can see what we are doing in class each day with the links to download each assignment if missed. Students and parents should also be aware of the calendar on the web page which will be a helpful reminder of due dates.</p>

**PLEASE SIGN BELOW AND RETURN**

I have read the syllabus.

Student Signature \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

Additional information to support continued contact:

<b>Information</b>	<b>Parent/Guardian</b>
<b>Day Time Phone Number</b>	
<b>Cellular Phone Number</b>	
<b>Home Phone Number</b>	
<b>Email Address</b>	