

ESOL 9th Grade Literature and Composition

COURSE NUMBER 23.0610000

Semester/Year: 2024-2025

Instructor: Angela Bowens 404-662-7502

Class Location: Room 3305

Class Meets at: 1st Block Monday-Friday, 8:20AM-9:50 AM
2nd Block Monday-Friday, 9:56AM -11:30 AM
3rd Block Monday-Friday 11:30-1:30 (1st Lunch)

Tutorial Day and Time: **Wednesday 3:15PM-4PM**

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COURSE DESCRIPTION

This curriculum emphasizes connecting performance tasks and assessments to college preparation, career readiness, and real-world concepts. Students will be exposed to arguments, informational/explanatory, and narrative texts throughout the school year. The literary and informational texts that students will read in the course reflect the following 3 key shifts:

- **Complexity:** The standards require regular practice with complex text and its academic language.
- **Evidence:** The standards emphasize reading and writing grounded in evidence from text, both literary and informational.
- **Knowledge:** The standards require building knowledge through content rich non-fiction.

Media and technology play an integral part in school and life in the twenty-first century. Therefore, skills related to media use (both critical analysis and production of media) are incorporated throughout the standards. Key research concepts will include media literacy, conducting searches, and finding and using sources. Fundamental vocabulary skills, reading strategies, grammar/usage, and research concepts will be woven in throughout the course. The CCPS core curriculum requires that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media. It requires that students grow their vocabularies through a mix of conversations, through reading, through direct instruction, and through helping students determine word meanings so they learn to appreciate the nuances of diction, and steadily expand their repertoire of the English language.

LEARNING OUTCOMES

Students will:

- Read and analyze literary texts.
- Read and analyze informational texts.
- Write effective argumentative, narrative, and informative/explanatory texts.
- Use conventions of standard English grammar and usage.
- Conduct short and/or sustained research.
- Participate and initiate in a range of academic discussions.
- Understand the meaning of multiple-meaning words.
- Obtain a greater understanding on how to utilize academic vocabulary.
- Critically think.

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: College Board SpringBoard Textbook

Supplemental Texts:

- “The Lamb to Slaughter”-Roald Dahl
- “Bread”- Margaret Atwood
- “The First Day”-Edward Jones
- “What Happened During The Ice Storm”-Jim Heyen
- “The Red Fox Fur Coat”- Teolinda Gersao
- “The Gift of Magi” O Henry
- “There will come soft rains”-Ray Bradbury
- “The Leap”- Louise Erdrich
- “Martha, Martha”- Zadie Smith
- Reading: “Excerpt from ‘Draft No.4’,”- J.McPhee
- “Write Badly to Write Well” -D.Murray
- “Lottery”- R. Haidri
- “The Fight” -J. Montague
- “Tamara’s Opus”- J.Bennett
- “Romeo and Juliet”- W. Shakespeare
- “West Side Story”- A. Laurents
- “Some Like Poetry”- W.Szyborska
- “An Irish airman foresees his death”- W.B. Yeats
- “Sestina”- E.Bishop
- “Bilingual/Bilingue”- R. Espaillet
- “Abuelito Who?”- S.Cisneros
- “The work you do, the person you are”-T.Morrison
- “Drowning in dishes, but Finding a home”-D.Adkison
- “What to do with the kids this Summer? Put Em to work!”- B.Sasse
- “The Decline of the America teenager’s Summer Job.”-Lexington
- “Teenagers stopped getting Summer jobs-Why?”- D.Thompson
- “Remarks by the President in a national address to America’s schoolchildren, Wakefield High School, Arlington, Virginia, September 8, 2009”-B. Obama
- “Why College Isn’t (and shouldn’t have to be) for everyone” – R.Reich
- “The ‘not everyone should go to college’ argument is classist and wrong”- L. Nelson
- “Even with debt, college still pays off”- G.White

Selected Readings: “Romeo and Juliet”

Useful Websites:

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING

Activities and Assessments:

- Springboard Curriculum Projects:
- Unit 1: refer to calendar below
- Unit 2: refer to calendar below
- Unit 3: refer to calendar below
- Unit 4: refer to calendar below

In the event you will be out of town or required to learn remotely/asynchronously, all major activities, assessments, and projects must be submitted electronically.

Evaluation Procedures:

| High School and High School Credit Bearing Courses Grade Weights | |
|--|---|
| Courses with an End-of-Course (EOC) Exam | Courses without an End-of-Course (EOC) Exam |

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|--------------------|-----|---------------|-----|
| Classwork | 35% | Classwork | 30% |
| Tests/Quizzes | 30% | Tests/Quizzes | 20% |
| Projects | 10% | Projects | 10% |
| Homework | 15% | Homework | 15% |
| End-of-Course Exam | 10% | Final Exam | 10% |

Grading Policy:

| Letter Grade | Performance Level | Description of Performance Level |
|--------------|-------------------|--|
| A | 90-100 | Exceeding content expectations |
| B | 80-89 | Meeting content expectations |
| C | 71-79 | Working towards meeting content expectations |
| D | 70 | Inadequate progress towards meeting content expectations |
| F | 69 and below | Did not meet content expectations |
| NC | No Credit | Enrolled 10 days or less |

Class Policies:

BE Present and on time to School and class.

- Be on time to class each day.
- Complete all assignments timely

BE Respectful to yourself, others, and school property.

- Create a non-distracting background for class.
- Do not speak out of turn in class.
- Use appropriate language at all times
- Do not cheat, plagiarize, and/or display any act of academic dishonesty.

BE Courteous and use appropriate language at all times.

- Avoid playing background music in class.

BE Focused; Always moving with a purpose.

- Let your teacher know of any conflicts that you may have before class begins.
- Send your teacher communications through email as well as through the Canvas when a problem exists.

BE Rewarded for Your Positive Behavior.

- It is important to be thoughtful about how these rewards are being applied.

Failure to follow class policies will result in but not limited to the following parent conferences, office referrals, suspension, expulsion.

Homework policy:

Adequate time to complete assignments will be given in class. Any assignments that are not completed during class will be deemed as homework and it will be the responsibility of the student to complete it by the specified due date.

MAKE-UP WORK POLICY:

All students are provided an opportunity to make up missed assignments, regardless of the reason for the absences. It is the student and parent's responsibility to make arrangements and/or complete all work within three school days of the student's return to school. Students will present the make-up work to the teacher for grading. Grading for the make-up work should be shared with the student within a reasonable period, i.e. 3-5 days. It is the parent and student's responsibility, as appropriate, to initiate the make-up work for missed assignments, tests, and class work. Students must assume responsibility for obtaining the required information and making whatever arrangements are necessary with the teacher. Parents should assist their child with requests for make-up work and other missed assignments and tests.

Students may arrange times with the teacher for making up work for the mutual convenience of student and teacher. Make-up of tests/quizzes should be done before or after school except otherwise arranged by the teacher. Teachers may assign different work or a different test than that which was originally assigned to other students. It is critical

that parents remain involved in this process to ensure academic success for the student. Long-term assignments with preset dates are due on the assigned dates, regardless of a student’s previous absence.

Parent-Teacher Conferences:

Parents can contact the student’s grade level counselor to schedule a parent-teacher conference.

A to D: Ms. Essila Jenkins

E to K: Ms. Karyn Corell

L to Q: Mrs. Arianne White

R to Z: Dr. Eon George

Graduation/Credit Recovery Counselor: Ms. Taylor Robinson

Infinite Campus Access:

Parents can access their student’s grades and attendance online via Infinite Campus Parent Portal. Please see the parent liaison at extension 503137 to obtain their username and password.

Grade Reporting:

Progress reports are issued every four and one-half weeks within each nine week grading period. Report cards are issued every eighteen weeks at the high school level. Report card grades will include both letter and numeric grades for all students.

CLASS OUTLINE/CALENDAR (Tentative)

| Week # | Major assignments (i.e. research papers, projects, portfolios) | Readings for class Additional assignments, etc. |
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| Week 1 | Syllabus, Springboard Intro, Activity 1.1 (end of the week) Activity 1.2-1.7 | Reading: “Bread”-M.Atwood “The First Day”- E.P. Jones “What Happened During The Ice Storm”- J.Heynen “The Red Fox Fur Coat”-T. Gersao Assignments: Activity Quiz 1.2-1.7 |
| Week 2 | Activity 1.8-Activity 1.12 | Reading: “Lamb to the slaughter”-R.Dahl “An occurrence at Owl Creek Bridge”- A.Bierce Assignments: Activity Quiz 1.8-1.12 |
| Week 3 | Activity 1.13-1.17 | Reading: “An occurrence at Owl Creek Bridge”- A.Bierce “The Gift of Magi”- O. Henry “Games at twilight”- A.Desai Assignments: Activity Quiz 1.13-1.17 |
| Week 4 | Activity 1.18- 1.21 | Reading: “There will come soft rains”- R. Bradbury “The Leap”- L. Erdrich “Martha, Martha”- Z.Smith Assignments: Activity Quiz 1.13-1.17 |

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| Week 5 | Activity 1.22-1.27 | <p>Reading: “Excerpt from ‘Draft No.4’,”- J.McPhee “Write Badly to Write Well” -D.Murray</p> <p>Assignments: Activity Quiz 1.22-1.27</p> |
| Week 6 | Activity 2.1-2.6 | <p>Reading: “Lottery”- R. Haidri “The Fight” -J. Montague “Tamara’s Opus”- J.Bennett</p> <p>Assignments: Activity Quiz 2.2-2.6</p> |
| Week 7 | Activity 2.7-2.11 | <p>Reading: “Tamara’s Opus”- J.Bennett “Romeo and Juliet”- W. Shakespeare</p> <p>Assignments: Activity Quiz 2.7-2.11</p> |
| Week 8 | Activity 2.12-2.17 | <p>Reading: “Romeo and Juliet”- W. Shakespeare “West Side Story”- A. Laurents</p> <p>Assignments: Activity Quiz 2.12-2.17</p> |
| Week 9 | Activity 2.18-2.22 | <p>Reading: “Romeo and Juliet”- W. Shakespeare “Some Like Poetry”- W.Szyborska “An Irish airmen foresees his death”- W.B. Yeats</p> <p>Assignments: Activity Quiz 2.18-2.22</p> |
| Week 10 | Activity 2.23-2.26 | <p>Reading: “Sestina”- E.Bishop “Bilingual/Bilingue”- R. Espailat “Abuelito Who?”- S.Cisneros</p> <p>Assignments: Activity Quiz 2.23-2.26</p> |
| Week 11 | Activity 3.1-3.4 | <p>Reading: “The work you do, the person you are”-T.Morrison “Drowning in dishes, but Finding a home”-D.Adkison</p> <p>Assignments: Activity Quiz 3.2-3.4</p> |
| Week 12 | Activity 3.5-3.9 | <p>Reading: “What to do with the kids this Summer? Put Em to work!”- B.Sasse “The Decline of the America teenager’s Summer Job.”-Lexington</p> |

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| | | <p>“Teenagers stopped getting Summer jobs-Why?”- D.Thompson</p> <p>Assignments: Activity Quiz 3.5-3.9</p> |
| Week 13 | Activity 3.10-3.14 | <p>Reading: “Remarks by the President in a national address to America’s schoolchildren, Wakefield High School, Arlington, Virginia, September 8, 2009”-B. Obama “Why College Isn’t (and shouldn’t have to be) for everyone” – R.Reich “The ‘not everyone should go to college’ argument is classist and wrong”- L. Nelson “Even with debt, college still pays off”- G.White</p> <p>Assignments: Activity Quiz 3.10-3.14</p> |
| Week 14 | Activity 3.15-3.19 | Assignments: Activity Quiz 3.15-3.19 |
| Week 15 | Activity 3.20-3.23 | Assignments: Activity Quiz 3.20-3.23 |
| Week 16 | Activity 3.20-3.23 | Assignments: Activity Quiz 3.20-3.23 |
| Week 17 | EOC/Final Exams | TBA |
| Week 18 | EOC/Final Exams | TBA |

ACADEMIC INTEGRITY

Students are expected to submit work for evaluation that has been completed solely by that student, unless group assignments have been so designated. Academic integrity is expected at all times. If a student is found cheating on a graded assignment, the student will not receive credit for that assignment and will face possible disciplinary action. Cheating and plagiarism are considered very serious academic offenses. Any student who plagiarizes or cheats on an assignment and/or test should be referred to the administrator.