



Fairfield Ludlowe High School - Fairfield Warde High School

ENGLISH 9 CP

Insert Teacher Name

Insert Room Number4

Insert Full Year/Semester

Insert Period

Insert Email Address

COURSE DESCRIPTION

In this course, students will read a myriad of texts that span multiple genres. In addition, students will read a number of shorter texts that include short stories, poems, essays, articles, personal narratives, songs, epic poems, nonfiction treatises, and philosophical allegories. With each reading experience, students will engage with a mix of support and increasing independence in a deep analysis, for example, of complex characters and how they develop throughout a story, interact with other characters, move the plot forward, and develop the theme. All students in grade 9 will read *The Tragedy of Romeo and Juliet* from the challenging list by William Shakespeare.

Students will engage in a number of research and writing experiences throughout the year. These experiences include: frequent informal writing assignments, on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio. Because grammar and usage development in children rarely follows a linear path, students will experience both structured mini-lessons on identified grammatical concepts and an opportunity to apply these concepts consistently and repeatedly in their own authentic writing.

Students will hone their listening and speaking skills as they engage in a variety of formal and informal discussions, including Socratic Seminar, fishbowls, trio talk, and partnerships. They will also create and deliver formal presentations using digital media as support. Students will set both writing and reading goals, collect and review their own data, and use this information to advance as readers and writers. One of their goals will be focused on shaping communication for specific audiences. Students will also begin to synthesize information and establish sound practices for evaluating credibility of sources. Collaboration with peers will continue to be an expectation.

Attention will be given in class to developing skills in analysis and collaboration. This course emphasizes responding to literature by moving from comprehension to interpretation, by closely examining the language of the text in order to explore underlying ideas, and by connecting the texts to the students' own lives. Students will write initial responses, collaborate with others in the class, and then write finalized responses which demonstrate depth and breadth of thought. Writing instruction will also focus on organization and elaboration. Students will continue to develop their skills in thesis-based writing as they write literary analysis. They will also be introduced to writing an exploratory essay and have opportunities for creative writing.

COURSE OBJECTIVES

Students should:

- collaborate to extend, challenge, and broaden their thinking.

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- participate in a developmental sequence of assignments in narrative, reflective, analytical, and creative writing in order to interpret texts and their own experiences.
 - interact with texts to become active readers by making connections, noting confusions and surprises as they read, and revising initial ideas about a text.
 - connect to the ideas and themes in literary texts.
 - communicate with others to create interpretations of written, oral, and visual texts.
 - analyze the purpose and use of language.
 - create their own self-directed questions about texts.

UNITS OF STUDY

- The Portfolio
- Unit 1: Identity – Using Literature as Mirrors
- Unit 2: Patterns and Perspectives– Expanding Point of View
- Unit 3: Tradition – Looking Back and Looking Forward
- Unit 4: Being Critical and Strengthening My Voice – Developing my Talents, Skills, and Wisdom

COURSE POLICIES AND REQUIREMENTS

GRADING

Cumulative/ In- Progress Grading

- 10% of the grade will be based on formative assessments, homework completion, or behavior
(See FPS BOE [Policy 6154.1AR.](#))
- 90% will be based on assessments

End-of-the-Year Grade:

- 80% of the overall course grade will reflect the student’s mastery of course content and skills during the school year through the Cumulative/In-Progress Grade.
- 10% of the End-of-the-Year course grade will be based on the Mid-Year Assessment
- 10% of the End-of-the-Year course grade will be based on the Final Assessment.

In addition, please see [Policy 6146.1AR](#) for additional information on grade reporting and work.

MATERIALS

Insert Course Materials Here (ie. Textbook, Binder, Calculator, Highlighters)

EXPECTATIONS OF STUDENTS

[FPS District Guidelines for use of A.I.](#)

Insert Course Expectations Here (including those for the use of AI in your class. See the AI guidelines for consistent language)

WRITING CONFERENCES

Writing conferences are meetings between an English teacher and student outside of class to discuss the student's work. They are an integral part of the Fairfield Public Schools' high school English program. Each student is required to participate in at least one writing conference per semester and at least three throughout the year.

When should students schedule conferences?

Writing conferences can occur during any stage of the writing process: generating ideas, gathering evidence, drafting, editing, revising, and reflecting. A student might use a writing conference to deepen understanding and hone skills, including conceptual understanding, logical thinking, organization, development of ideas, integration of support and detail, grammar, and/or mechanics. For some assignments, teachers might require students to schedule conferences. **For the first conference of the semester, I am happy to work with you on your ideas or drafts of College Application essays.**

How do students schedule conferences?

Sign up for Writing Conferences using the "Writing Conference" App on Classlink.

Can students schedule conferences to discuss reading assignments?

Yes. Developing and deepening an understanding of course content are inextricably connected to writing assignments.

Are students limited to three writing conferences each school year?

No. Students may schedule more than three writing conferences as long as teachers have room in their schedules and the opportunity to meet with all of their students.

Are writing conferences a part of English elective courses?

Yes. Students in English electives are expected to participate in writing conferences.