

English 9 Syllabus

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Course Description

English 9 is designed to build the foundational literacy skills students need to succeed throughout high school and move toward proficiency on the high school ELA standards. Students will encounter literature, nonfiction, poetry, media, and book-length works that invite them to consider themselves, other people, and the wider world. The course balances shared learning with growing independence as students read common texts, work with peers in literature circles, and select books of their own. Through frequent reading, discussion, writing, and reflection, students will learn to develop interpretations, support ideas with evidence, and write for a variety of purposes and audiences. A central focus will be helping students gain confidence in an effective writing process—from planning and drafting through revision and publication.



myPerspectives: The school-approved core curriculum provides short stories, poetry, articles, media, vocabulary, and skill instruction. Novel and memoir studies: Major and supplemental works may include *The House on Mango Street*, *Animal Farm*, *Lord of the Flies*, and more, taught as complete works or selected excerpts when appropriate. Additional whole-class, literature-circle, and personal-choice selections will be added throughout the year.

While we will be using the print version of the curriculum, the digital version includes tools to help you read and write with confidence, such as...

- On-the-spot language help, like multilingual glossaries and translation tools in over 100 languages
- Audio summaries and selection narration that let you listen while you read

Building a Habit of Independent Reading

Mini Project Score Card: Students will complete a variety of short-answer tasks and mini-projects that demonstrate comprehension, interpretation, analysis, and creative thinking. The scorecard provides meaningful choice while ensuring that students complete work at an appropriate range of cognitive rigor.

- **Whole Class** – The class develops shared strategies, language, routines, and expectations through one common text.
- **Lit Circle** – Students choose from a curated menu and read with classmates who can support discussion and understanding.
- **Personal Choice** – Students independently select and navigate a text while demonstrating understanding through the established course routine.

Reading Cycles: Students should expect approximately two-three book-length reading cycles each quarter, generally eight or more long-form works across the school year. Exact pacing and selections may change in response to the school calendar, student progress, and instructional needs.

IXL: Mastery-Based Vocabulary and Grammar

IXL is used for targeted support in four literacy domains: Literature, Informational Text, Writing, and Language. During each 15-school-day grading period, students complete one selected skill in each domain that remains at or below grade level and may be assigned as many as three teacher-recommended skills connected directly to current myPerspectives instruction. An up-to-date diagnostic score above grade level automatically satisfies that domain, so students do not complete unnecessary practice. Students may earn the progress-tracking point by updating at least one diagnostic domain and are encouraged to refresh their diagnostic data at least every two grading periods.

When proficiency is demonstrated... IXL becomes a smaller part of the student's routine. Other challenges take its place, including more complex texts, deeper writing and analysis, expanded assignment choices, or opportunities connected to student interests. Every student continues to be Challenged, but the most useful next step will not look the same for everyone.

Text Selection, Inquiry, and the Role of the Teacher

This course combines the school-approved myPerspectives curriculum with novels, memoirs, literature circles, personal-choice reading, and supplemental texts selected for quality, complexity, range, engagement, and alignment with Washington ELA standards. Some texts may explore difficult questions, unfamiliar experiences, or challenging topics. Students are not asked to endorse particular viewpoints, but to analyze perspectives and support interpretations with evidence. Through questioning, discussion, modeling, and feedback, I help students examine how writers use craft to develop ideas and explore themes. Major texts will be communicated through the course regular course updates. Families with specific concerns should contact Mr. Moon promptly so they can be discussed while maintaining essential learning goals.

Reading and Preparation Beyond Class

Students should maintain the assigned reading schedule and expect regular reading outside class. Preparation may also include brief responses, vocabulary study, discussion questions, unfinished writing, or project work. The amount will vary according to the text, school schedule, and current unit.

Notebook and Classroom File

Students will need a spiral or notebook to serve as an evidence log—collecting responses, tracking notes, idea generation, organization, and early drafts for each writing task. In addition, every student will have a personal file in the classroom cabinet where returned work is stored by unit, making it easy to revisit resources, apply feedback, and grow as a writer.

Example Unit Structure

Assignment	Points
<i>MyPerspectives - Reading Response</i>	30
<i>Novel Reading Discussions</i>	30
<i>Reading Journal Checks</i>	20
IXL Homework	20
Process Based Performance Task	70
Summative Assessment	30
Total	200

Writing: Process Before Product

Major writing assignments will provide time for students to develop initial ideas, create a rough draft, receive timely feedback, and revise before final submission. The chance to improve writing is therefore built into the writing process rather than treated as a separate correction opportunity after the final product is graded. Additionally, this course follows **Washington's 2026 English Language Arts Learning Standards**. Extended projects will use the Trout Lake School standards-based rubric most relevant to the assignment. Major writing projects will regularly use the common high-school writing rubric; reading, speaking, listening, research, and media-literacy rubrics may be used when aligned with a project's purpose.

Plan	Draft	Revise	Publish
Generate ideas, examine the task, and organize a purposeful approach.	Develop content, evidence, structure, voice, and conventions in a complete rough draft.	Use self-review and feedback to strengthen ideas, organization, clarity, and style.	Edit carefully and prepare a polished final product for its intended audience and purpose.

Work Submission

Final products for major written assessments must be typed, double-spaced, formatted according to MLA guidelines, printed single-sided, stapled, and placed in the classroom submission basket by the assigned deadline. Google Classroom submission may also be required when directed, but digital submission is not sufficient unless the assignment explicitly states otherwise. Email is never an approved method of submitting coursework.

Academic Integrity and Artificial Intelligence (AI) Usage

To protect academic integrity and emphasize the importance of the writing process, many assignments—including unit tests—will be completed in class. For longer assignments, some work may be completed outside of class, but all generative writing, outlines, and drafts must be completed by hand in class. These process steps will be assessed and included in final rubrics. Use of artificial intelligence (AI) tools is only allowed with written permission from the teacher on assignment instructions; unauthorized use will be treated as plagiarism. All work in this class must be your own. If you use information from an article, book, website, or another person, you must give proper credit. Taking credit for someone else's work is plagiarism. If you are unsure how to cite a source, please ask for help. This class follows the TLS plagiarism policy.

 Learning Environment	Class Norms
<p>Our classroom will support close reading, thoughtful interpretation, respectful disagreement, and the expression of ideas grounded in evidence. Students will encounter works shaped by different historical periods, cultures, identities, beliefs, and experiences. Students should read each work within its literary and historical context while also considering how their own perspectives influence interpretation. We will evaluate ideas, evidence, and literary choices - not one another.</p>	<p>Mutual Respect: Treat classmates, their experiences, identities, and backgrounds with care and respect.</p> <p>Attentive Listening: Seek to understand and clarify before responding.</p> <p>Evidence-Based Discussion: Support interpretations with the text.</p> <p>Preparation: Arrive ready to read, write, discuss, and contribute to discussion and activities.</p> <p>Professionalism: Be prompt, positive, polite, productive, and open to revision.</p>
Grading and Corrections	
<p>My goal is to provide grades and feedback as quickly as possible. Under normal circumstances, work completed or submitted by Friday will be entered in the Gradebook by the following Friday. Larger essays or unusually heavy grading periods may require additional time. Students should check grades regularly, read handwritten feedback and rubric scores, and ask questions when clarification is needed. Approved corrections earn one-half of the points missed, which are added to the original score.</p>	

Communication

Office Hours: I make an effort to be available via email or phone for communications with students and parents on school days from 7:30 - 4:30 . I usually respond to all communications within 1 school day.

Absences and Late Work	
<p>Absences: For every day a student is absent, the student has that many school days to make up work without a late penalty. Students who know they will be absent should request work beforehand when possible, either in person or by email.</p> <p>In-Class Assessments: Students are responsible for arranging a make-up time for missed quizzes, tests, timed writing, seminars, or other supervised assessments.</p>	<p>In-Class Lecture Notes: Some course instruction, literary context, and analytical guidance will be delivered through in-class lectures and discussion and may not always be posted online. Students who are absent are responsible for obtaining missed notes from a classmate and following up with Mr. Moon as needed.</p> <p>Reading and Discussion: Because literature-circle and seminar work depends on timely participation, missed discussions may require an alternate written response.</p>
<p>Late Work: Late reading journals, or other reading checks are NOT accepted and receive a 0/2 in the grade book. All other late work receives a 10% deduction but may be submitted until the final day of the current unit. After the unit closes, missing work may no longer be accepted unless an extension was approved in advance.</p>	

Acknowledgment Summary

- The student is expected to maintain assigned reading schedules and complete regular preparation outside class.
- IXL practice will be assigned according to current diagnostic needs and current course instruction.
- Student work must follow the academic-integrity and approved-AI-use rules in this syllabus.
- Major writing assignments will include drafting, feedback, and revision before final submission.
- The family will review major unit information and contact Mr. Moon promptly with specific questions or concerns.
- Media rated PG-13 or higher will require a separate permission slip.

Student and Parent Signatures

By signing below, we acknowledge that we have read and understand the course description, reading expectations, IXL structure, grading and late-work policies, academic-integrity requirements, work-submission procedures, text-selection statement, media-permission process, and classroom expectations. We understand that published plans may be updated and that significant changes will be communicated.

Student Name (printed)

Signature

Date

Parent Name (printed)

Signature

Date