



English 9A Syllabus

Blaine High School

Instructor: Ashley Plank

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Welcome to English 9A; This trimester is going to be AWESOME! I am so excited to work with you and explore different types of texts (both fiction and nonfiction), examine media, and work on the craft of creating quality academic writing. The purpose of this course is to advance your reading fluency and accuracy, enhance your critical thinking, and develop your writing skills. We will focus on building reading confidence and efficiency through reading fiction texts, analyzing and responding to fiction and nonfiction texts, exploring our media usage, and writing for different purposes.

The purpose of this course is to help you expand your critical literacy, develop higher-level thinking, and enhance reading skills. We will read both fiction and nonfiction: analyzing and responding to literature, examining and dissecting nonfiction texts, and exploring essential literary terms. You will be challenged as a reader, writer, communicator, listener, and thinker. This course is required for graduation.

Please do not hesitate to ask questions, email me, or come to me before or after school for any additional help you may need. I have an open door policy and will do all that I can to help you succeed. Come talk with me if you are struggling, confused, or need additional help. I am here to guide, encourage, and assist you in your learning and growth this trimester. I really enjoy teaching and getting to know my students. I will be one of your biggest fans and push you to be the best that you can be; get ready for the FUN! 😊

English 9A Units

Unit 1: Reading & Responding to Literature

- Analyze the development of characters throughout a work of literature
- Reading critically to understand a text more completely and gain understanding of the human experience
- Use a writing process that involves planning, revising to make significant improvements, and editing
- Integrate supporting evidence gathered from multiple reliable sources creates stronger, more credible writing and discussion

Unit 2: Reading & Responding to Informational Text

- Analyze the development of key central ideas throughout an informational text
- Analyze the craft of a text's overall structure to see how an author's individual choices affect the overall text and impacts the reader
- Use a writing process that involves planning, revising to make significant improvements, and editing
- Integrate supporting evidence gathered from multiple reliable sources creates stronger, more credible writing and discussion

Grading Scale

93%-100% = A	73% - 76% = C
90% - 92% = A-	70% - 72% = C-
87% - 89% = B+	67% - 69% = D+
83% - 86% = B	63% - 66% = D
80% - 82% = B-	60% - 62% = D-
77% - 79% = C+	below 60% = F

Grading Breakdown

30% Reading & Responding to Literature
30% Reading & Responding to Informational Text
20% Inferences
10% Independent Reading
10% Common Summative Assessment

Recommended Class Materials

English **ONLY** Notebook or Binder Writing Utensils (pen and pencil)
English Folder Independent Reading Book
Additional Supplies: Highlighters, Note Cards, Sticky Notes



English 9A Course Content

Speak by Laurie Halse Anderson
Romeo & Juliet by William Shakespeare
Additional Texts: Short Stories, Poetry, Nonfiction Articles, Film/TV, Etc.

Remind/Google Classroom

I utilize Remind (a text/email app) as a means for communicating class reminders and updates with students and parents/guardians outside of class. I also maintain a class website, through Google Classroom, where I post important information about the class, upload all class assignments, and where students can view and complete class assignments. Parents/Guardians are welcome to sign-up as well to keep up with student work.

Remind

Remind.com/login OR Text 8-1010
Class Code/Text Message: @PlankEng9A

Our Class Website

Classroom.Google.Com
Hour 2- Class Code: rmdf3h

Independent Reading

All students should bring a text of their choice to class on designated Independent Reading days. At the start of the trimester, students will conduct book searches and create an Independent Reading Proposal in an attempt to find a book that interests them. Independent Reading will usually take place on Mondays and Fridays for 20-30 minutes. Students will be expected to complete a short reading log summarizing what they have read at the end of each class period.

Cell Phones/Electronics

In today's society, many students have a cell phone and/or another electronic device. Cell phones and other electronics can be a great classroom tool. They can also be the largest distraction and barrier to learning.

While in my class cell phones are to be put away in a locker, backpack, or pocket during class. I will confiscate an electronic device if it becomes a distraction and return it after class. Should an electronic device become a repeated issue, the device will be handed over to administration and returned when a parent/guardian comes to retrieve the device. We are here to *learn* and *grow* together, and this cannot happen when we are constantly distracted and disconnected because of electronic devices.

Parents/Guardians please be aware of the class schedule and refrain from texting your student while they are in my class.

Academic Honesty Policy

In this English class, all students are responsible for maintaining academic honesty in all of their work according to guidelines provided in the BHS English Department Academic Honesty Policy. Cheating and plagiarism, even if unintentional, comes with serious consequences. In this class you will be given the instruction and resources needed to maintain your academic honesty. If students cheat or plagiarize, a series of mandatory interventions and a requirement to complete coursework honestly will occur according to the policy.

Tardiness/Truancy

It is very important to be in class on time as we have limited time each day. For this reason, any student not in the classroom when the bell rings will be marked tardy. **Blaine High School has a strict tardy and truancy policy.** It is your responsibility to know this according to the student handbook guidelines.

Absences

Students are responsible for any work missed the day of an absence. Please follow the steps below to assist in getting caught up in class:

1. Ask a fellow classmate or consult Google Classroom for what you missed
2. Check the class crate for handouts, copy notes from a classmate, or find any missing items on Google Classroom
3. If you have done these steps and still have questions, see Mrs. Plank

Classroom Expectations

Come to class on time (the tardy policy will be enforced), with all your class materials and be ready to learn at the start of each class. If you need to use the restroom, do your best to do it during passing time. **NO BATHROOM passes will be given out the first five minutes of class, during reading or journal time, or the last five minutes of class.**

Due Dates/Deadlines

There will be due dates (when an assignment is due) and deadlines (the last day a student may submit work for credit on a given assignment). These due dates and deadlines are crucial to students meeting course expectations and to ensure learning in each area of focus for the course.

Late, Missing, and Incomplete Work

It is important that work be done on time and to the best of your ability. Please communicate with me should you fall behind or need additional assistance. **Learn to be a self-advocate** and speak with me **before** an assignment is due. I am much more understanding if you talk with me regarding an assignment before the day it is due. Any assignment handed in over ten class periods from the due date will receive no credit until a conversation with Mrs. Plank has been initiated.

Writing Lab

For students who are struggling or simply want extra help with their writing, the Writing Lab is available in room 157 (located in the Language Arts Resource Center) after school on designated days. English teachers will be available from 2:30-4:00 pm to assist students with any type of writing assignment, regardless of course (e.g. papers from other classes, college entrance essays, ACT help, etc.).

Bengal Junction

The Bengal Junction Peer Tutoring Program serves all Blaine students who may need academic support or a place to do their homework. The tutoring portion of the program runs Monday through Thursday after school from 2:30 to 4:00 in the SSRC. Following the tutoring portion, there are fun activities for students to participate in such as bingo, crafts, and board games. The activity bus is available to students after Bengal Junction time.

Connect to Anoka Hennepin

Grades will be posted on A-H Connect. You can access student grades on A-H Connect through the School District home page: www.anoka.k12.mn.us. Our grading system, Synergy, is online and accessible. Students have access to this information through their district account on AHAPPS.

Hot Spots/Internet Access

There will be times when students will need to access the internet outside of class to complete course work. If you do not have reliable internet access or need access to the internet, BHS offers hot spots (mobile wifi) to students to check-out in the IMC.

Safe Zone

This classroom is a safe zone. Regardless of race, religion, ethnicity, national origin, gender, sexual orientation, age, ability, you will be treated and respected as a human being. Ignorance, bigotry, and harassment will not be tolerated.

Mrs. Plank's English 9A

Student and Parent/Guardian Syllabus Sign Page

Student Name (printed): _____

Student Signature: _____

Quick Survey:

Is there a computer at home that has reliable internet access?	Yes	No
If you answered "no" for the above question, is the student able to stay after school to use school resources?	Yes	No
Does the student own a smart phone or other smart device?	Yes	No
Do parent(s)/guardian(s), check email often (once a week or more)?	Yes	No

We have read and understand the syllabus for Mrs. Plank's English 9A class at Blaine High School. We have gone over and understand class logistics and expectations, the Academic Honesty policy, and the expectations for personal devices in Mrs. Plank's classroom.

Parent/Guardian Name(s): _____

Parent/Guardian Signature: _____

***Parents/Guardians, please provide your contact information and preferred method of contact.**

Email 1: _____

Email 2: _____

Phone 1 (Home/Cell): _____

Phone 2 (Home/Cell): _____

Phone 3 (Home/Cell): _____

Preferred Method of Contact (**please circle all methods**): EMAIL HOME PHONE CELL PHONE

