

# 9th Grade Language Arts 2022-2023

Room 114 · Mrs. Blowers · Mrs. Miller · Miss Jensen

## Welcome, FRESHMEN!

You are now a high school freshman. This comes with new opportunities and new responsibilities! For example, you are able to join high school sports teams.

However, your grades “count” now. In other words, colleges, scholarship boards, and other groups you want to join will see the grades you earn this year and use them to decide if you will be admitted.

Take a moment to consider your goals. Do you want to attend college or trade school? Do you want to be a college athlete? Do you want a high-paying job? If you answered yes to any of these questions, this class matters to you, and no matter what you answered... YOU MATTER TO YOUR TEACHERS.

The skills you learn in this class will help you succeed in any life path because critical thinking, listening, and communicating are essential to any life path. The policies and procedures in our class are there to help you learn these essential skills.

Over the years your teachers have learned a lot, and we’re still learning. One thing we know is that most 9th-graders need help managing their time and attention. Even if it seems annoying now when we push you, you will likely be grateful for it in the end when you accomplish your goals.

You may notice the word “we” is used often in this document. That’s because four out of seven classes in room 114 will get the benefit of having two teachers! Tentatively, periods 1, 5, and 6 have Mrs. Blowers, periods 2 and 3 have Mrs. Blowers and Mrs. Miller, and (for the first semester) periods 4 and 7 have Mrs. Blowers and Miss Jensen, our incredible student teacher. It’s going to be a fantastic year!

Please **contact us by email:**

[lindsay.blowers@jordandistrict.org](mailto:lindsay.blowers@jordandistrict.org)

[abigail.miller@jordandistrict.org](mailto:abigail.miller@jordandistrict.org)

[abbylyn.jensen@gmail.com](mailto:abbylyn.jensen@gmail.com)

Mrs. Blowers

Mrs. Miller

Miss Jensen

## Policies to Help Me Succeed

### 1. Be on time to class.

- **If I do:** 90% of success is showing up. Attending class is the #1 thing that will help you LEARN and get a good grade.
- **If I don't:** Per school policy, 1st tardy = warning, 2nd tardy = contact home, 3rd tardy = detention, 5th tardy = two detentions, 7th tardy = meeting with parent, teacher, & administrator

### 2. Put my phone in my backpack BEFORE I enter the classroom.

- **If I do:** Once you are in class, doing your work is the most important thing that will help you succeed, and cell phones are the biggest unnecessary distraction from classwork. (You may also choose to put your phone on Mrs. Blowers' desk.)
- **If I don't:** If we see your phone, we will ask you to put it on Mrs. Blowers' desk. If you follow directions, you get it back at the end of class.

### 3. Come prepared with class materials.

- Bring the following to class every day:
 

<ul style="list-style-type: none"> <li>■ Chromebook and charger</li> <li>■ Planner (we'll give this to you)</li> <li>■ <b>Language arts notebook</b></li> </ul>	<ul style="list-style-type: none"> <li>■ Pen or pencil</li> <li>■ Silent reading book</li> </ul> <p><b>***Please get a composition notebook ASAP!***</b></p>
---	--
- **If I do:** If everyone has what they need, there are fewer disruptions and we maximize our learning time.
- **If I don't:** Problem-solve and find what you need as quickly and quietly as possible. Being unprepared makes it really hard to do your work!

### 4. Respect my teachers' boundaries

Expected Behavior	Unacceptable Behavior
✓ Following teacher directions	✗ Arguing, talking back, or refusing to follow directions
✓ Being on task during class	✗ Being off task or distracting others during class
✓ Supporting & encouraging classmates	✗ Insults, name-calling, unsolicited advice, backhanded compliments, excluding others, etc.
✓ Maintaining a positive attitude	✗ Complaining about school, the class, other people, or assignments

**A note about emotions:** Having a positive attitude doesn't mean always being 100% happy all the time. Feelings are like weather: there are many different types that come and go, and it's important to accept and learn from them. A **positive attitude** means **doing your best to show kindness to those around you, take responsibility for your choices, and take ownership of your learning.**

Consequences	Possible Rewards
<ol style="list-style-type: none"> <li>1. Warning/reminder</li> <li>2. Conversation with teacher and appropriate solution</li> <li>3. Email home</li> <li>4. Referral to assistant principal</li> </ol>	<ul style="list-style-type: none"> <li>● Free time</li> <li>● Headphone time</li> <li>● Choosing seats</li> <li>● Candy and snack coupons</li> <li>● Recognitions and awards</li> </ul>

## Course Information

### Flexible Seating

We have some unique seating options in our room, including wheeled chairs, saucer chairs, a couch, and floor chairs. You will complete a seating survey to tell us your preferences for chair type, room area, and learning needs. This survey can be found on Canvas. You will complete the survey one time but can edit your responses throughout the year.

We will then make a seating chart based on your responses, and we will make a new one at least once a quarter. Priority will be given alphabetically by last name: Q1: A-E, Q2: F-L, Q3: M-S, and Q4: T-Z. We do our best to make everyone happy, but it's impossible for everyone to have the exact seat they want. We will choose your seat for you if needed for behavior reasons.

### Course Content

In this class we will use the Utah Core Standards to develop skills in reading, writing, speaking, and listening.

#### Expected Texts:

*Unwind* by Neil Shusterman

*Romeo and Juliet* by William Shakespeare

*Fahrenheit 451* by Ray Bradbury

various informational articles and short stories.

#### Expected Assignment Formats:

Written tests

Multiple choice tests

Socratic seminars

2-page notebook spreads

Presentations

Narrative, informational, argumentative, and research papers

Students will be expected to write in their journals every week, track their progress in their proficiency scales, read every day, annotate their reading, and do the daily work in class.

### Grading

**We grade everything out of 4 points.** At SOJO, **Assessments are 80% of your grade and Practice is 20%.** (We use the word "assessment" to mean a bigger test or project to demonstrate learning, "practice" to mean a smaller assignment that is a less formal check of learning in progress, and "assignment" to mean any assigned task, assessment or practice.) The table below shows you what each score means and how it is translated into a percentage in Skyward. **We enter whole scores (4, 3, 2, 1) as much as possible.** However, in some cases, the scoring method we use will generate a partial score (e.g. 3.5). In that case, Skyward will change the entered scores to whole scores as shown below. (We know it's confusing. Sorry!)

Entered Score: 3.20-4.00	Entered Score: 2.40-3.19	Entered Score: 1.60-2.39	Entered Score: 0.80-1.59	Entered Scores: 0.00-0.79
<b>4: Above Mastery</b> <b>A 100%</b>	<b>3: Mastery</b> <b>A- 75%</b>	<b>2: Near Mastery</b> <b>C- 50%</b>	<b>1: Below Mastery</b> <b>F 25%</b>	<b>0: No Evidence</b> <b>F 0%</b>
Student work goes beyond requirements to show proficiency on the specified learning standard.	Student work meets all requirements to show proficiency on the specified learning standard.	Student work meets some requirements to show proficiency on the specified learning standard.	Student work meets very few or no requirements to show proficiency on the specified learning standard.	Student did not submit work or demonstrate understanding.

This is how students' overall course letter grade is calculated:

4-Point Scale	Letter Grade	4-Point Scale	Letter Grade	4-Point Scale	Letter Grade
4.0 - 3.30	A	2.64 - 2.50	B-	1.99 - 1.85	D+
3.29 - 3.0	A-	2.49 - 2.35	C+	1.84 - 1.65	D
2.99 - 2.85	B+	2.34 - 2.15	C	1.64 - 1.50	D-
2.84 - 2.65	B	2.14 - 2.0	C-	1.49 - 0	F

### Deadlines

In accordance with mastery grading philosophy, we want students to be able to show mastery even after an assignment is due. However, we want to encourage students to turn their work in on time and avoid procrastination. Therefore, all assignments will close two weeks after their due date. If you need to submit or resubmit an assignment after it has closed, you must complete the [late work request form](#) available on Canvas. If you do not complete the form, your work will not be accepted. **The cut-off date for late work is one week before the last day of each quarter.**

### Absences

All assignments are on Canvas. They will not be posted until the day of, so we cannot give you your work in advance. Check the announcement for the day you miss to complete your work. Zeros will be given even when you are absent. You are still responsible to make up any work you miss while you are absent. The "I wasn't here" excuse no longer applies.

If you are absent for an assessment, you will need to attend PROWL in my classroom to make up that assessment, or work out a time with me to make up the assessment.

### Citizenship

Citizenship is a reflection of your behavior and choices in our classroom. Remember, it doesn't have to be sunshine and rainbows every day, but you do need to take responsibility for your actions and ownership of your learning. Every day at the beginning of class, you will check in with a short citizenship survey. I will use this information, along with my own evaluation, as a guide to determine your citizenship grade in Skyward.

### Calendar Outline

Below is a rough outline of our plan for the year, subject to change as we adapt to the needs of our students.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>Quarter 1</b>	<b>Beginning of Year</b>	<b>Socratic Seminar 1</b>	<b>Analyzing Literature</b>	<b>Unwind Unit</b> (Unwind, Socratic seminars, satire, narrative writing, and more)					
<b>Quarter 2</b>				<b>Censorship &amp; Banned Books Unit</b> (Informational reading, literature circles, research, argument writing)					
<b>Quarter 3</b>		<b>Research Paper</b> (Using databases, MLA format, informational writing)					<b>Poetry</b>		
<b>Quarter 4</b>	<b>Romeo &amp; Juliet</b>								<b>End of Year</b>

## Signatures

By signing below, you indicate that you have read the disclosure statement for 9th Grade Language Arts, you understand what is expected in our class, and you support the policies outlined. Please contact your teachers with any questions or concerns.

Student Full Name (Please Print):

Student Signature:

Date:

---

---

---

Guardian Signature:

Date:

---

---

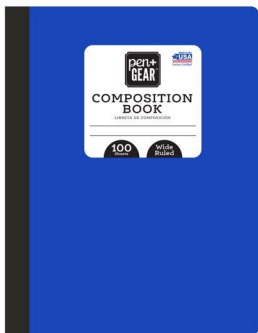
Teachers' Signatures:

---

---

---

Please rip out this page and return it to your ELA teacher. The rest of the packet is yours. You will be held accountable for the information in this packet. A copy of this syllabus can be found on Canvas.



**REMINDER:** The only “unusual” supply we ask you to get for language arts is a composition notebook. Please bring it to school by Monday, August 22!