BLAINE HIGH SCHOOL

**Ms. Reisdorf- Honors CEMS English 9A**

Classrooms/Office: 151 &152/ Language Arts Resource Center

Office Hours: Before School 7:10-7:30 (earlier w/ personal request)

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Website URL: <http://anokahennepin.schoolwires.net//site/Default.aspx?PageID=10584>

**Major Outcomes of Course:** Students will understand strategies that good readers use and will be expected to monitor skills they can do well, as well as skills they need to work on. Students will learn how to analyze fictional texts to improve their reading, thinking and vocabulary. Students will be expected to read both assigned texts and self-selected texts for independent reading.

**Curriculum:**

Unit 1- Expository Writing

**Course Understandings**:

* Writers must consider the purpose, audience, and type of text when making choices about organization, development, transitions, word choice, and tone – as these choices determine the effectiveness of the writing for that specific situation.
* Using a writing process that involves planning, revising to make significant improvements, and editing for details will result in higher quality writing and greater clarity for the reader.
* Demonstrating a command of Standard English grammar, usage, punctuation, and spelling is necessary to communicate effectively in many situations.

Unit 2- Critical Reading of Literature

**Course Understandings**:  

* The details of the plot, point of view, imagery, conflict, and character can be used to infer the major themes in a text, so as to comprehend how a story influences a reader’s emotions, actions, or thoughts.
* After the first reading of a text, a critical reader will be able to recall the details of the plot, essential qualities of the characters, and the major conflicts so there are common understandings that can be used in a discussion about the story.
* Critical readers can refer back to a text and skim to find imagery that relates to themes to uncover threads of images that affect the influence of a text.
* Critical readers can identify and explain how the elements of a literary text contribute to a unique writing style, so they can comment on the quality or importance of the text.
* Critical readers can infer an author’s purpose based on the elements of the literature presented in a text, so they can determine the outcome the author intended and therefore become a more active participant in the reading process.

Unit 3- Analyzing Tone in Fiction

**Course Understandings**:

* Critical readers can identify and explain how the elements of a literary text contribute to a unique writing style, so they can comment on the quality or importance of a text.
* Writers must consider the purpose, audience, and type of text when making choices about organization, development, transitions, word choice, and tone - as these choices determine the effectiveness of writing for that situation.

Unit 4- Introduction to Socratic Seminar

**Course Understandings**:

* Initiate and participate effectively in a range of collaborative discussions in order to determine the significance of a complex text.

Unit 5- Reading Efficiency

**Course Understandings**:

* Critical readers can infer an author’s purpose based on the elements of the literature presented in a text, so they can determine the outcome the author intended and therefore become a more active participant in the reading process.
* Developing and practicing reading strategies will improve efficiency and increase comprehension.
* Authors make comparisons between two unlike things to add an emotional appeal to their writing or connect abstract concepts with concrete ideas/experiences to make them more accessible.  This helps allow readers to make connections within their analysis.
* It’s important to consider what motivated a writer to write and how this motivation may or may not be different than how the writer wants the audience to be affected. This knowledge allows the reader to come to a deeper understanding of the text.

**My Teaching Philosophy:**

I not only believe, but expect every student to learn. Grades, though important, are not the driving force of learning. Rather, it is the growth and improvement of skills that results in being a successful student. If you at any point are struggling, it is important that you communicate your worries with me so that we can work *together* to find solutions.

**Classroom Procedures and Expectations:**

A. **Class Work** You will be expected to have homework assignments turned in on time and completed to the best of your efforts. I realize that some of you may be involved in other activities, both in and out of school. However, it is important that you learn to prioritize your time in order to be a successful student.

B. **Attendance**

**Tardies**: Class starts as soon as the bell rings, therefore you must be in your seat. All other rules in the student handbook apply.

**Unavoidable absences**: When you return from an absence, you must note any missed assignments, turn in any work that was due prior to your absence, and collect any worksheets/notes/etc. Make arrangements with me *on the day you return* for any missed quiz or test. Absences seriously interrupt the flow of optimal learning and teaching. Frequent absences will no doubt affect your grade since much of what we learn is by direct instruction from me and active involvement by you. If you will be gone for an extended period of time, it is essential that you inform you as soon as you know so that I can plan to help you catch up as soon as possible.

C. **Grading**

Grading for the course is based on the assignments, quizzes, tests, papers, and projects. Total points will be accumulated and grades awarded on the following basis:

**Note**: Grades are available online and updated as assignments are completed and graded; this is a free, password-protected service. It is important to check your grades weekly so that you do not fall behind.

95-100% = A 73-74% % = C

90-94% = A- 70-72% = C-

85-89% = B+ 65-69% = D+

83-84% = B 63-64% = D

80-82% = B- 60-62% = D-

75-79% = C+ 59 and lower = F

**Plagiarism:** 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 it is 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 will occur according to policy.

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We have read and understand the above guidelines and expectations for English 9.

Parent/guardian signature Date

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Parent/guardian printed name

Student signature Date

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Student printed name