|  |  |  |  |
| --- | --- | --- | --- |
| **School Year** | 2015-2016 | **Teacher Name** | Lorraine Arvizo |
| **Office** | Room 117 | **Website** | <http://arvizoenglish.weebly.com> |
| **Phone** | (720)-972-4600 | **Email** | Lorraine.Arvizo@adams12.org |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Name** | **CP English 11: American Literature and Composition** | | | |
| **Course Description** | College-preparatory American Literature and Composition is a year-long course designed for Juniors who desire a more challenging learning opportunity. This course will focus on the development of literary theme and structure across the 18th, 19th, and 20th centuries in the United States in order for students to understand the thematic progression of American literature. Students will participate in a variety of inquiry-based learning activities and verbal activities as well as write narrative, comparative analysis, informative, and persuasive pieces. This course focuses upon commonly known American authors and their work. Students improve their critical-thinking skills as they determine the underlying assumptions and values within the selected works and as they understand how the literature reflects the society of the time. Oral discussion is an integral part of this literature course, and written compositions (formal/persuasive research, literary analyses, etc.) are often required. | | | |
| **Unit of Study** | **Approximate Timeline of Unit** | **Primary Text(s) with Descriptions from Amazon.com and notation of mature content** | **Text(s) support students with the following assessments:** | **Targeted Date of Assessment** |
| Thematic Development and Authorial Choices | 8 weeks:  8/24-10/16 | **The Things They Carried by Tim O’Brien** (novel), 1990  A classic work of American literature that has not stopped changing minds and lives since it burst onto the literary scene*, The Things They Carried* is a ground-breaking meditation on war, memory, imagination, and the redemptive power of storytelling.  *The Things They Carried* depicts the men of Alpha Company: Jimmy Cross, Henry Dobbins, Rat Kiley, Mitchell Sanders, Norman Bowker, Kiowa, and the character Tim O’Brien, who has survived his tour in Vietnam to become a father and writer at the age of forty-three. Taught everywhere—from high school classrooms to graduate seminars in creative writing—it has become required reading for any American and continues to challenge readers in their perceptions of fact and fiction, war and peace, courage and fear and longing. *The Things They Carried* won France's prestigious Prix du Meilleur Livre Etranger and the Chicago Tribune Heartland Prize; it was also a finalist for the Pulitzer Prize and the National Book Critics Circle Award. (Sexual Content, Profanity, Violence) | **Text-Based Discussion:** Students use close reading skills to analyze two or more themes or central ideas of a text and analyze their development over the course of the text.  **Theme Analysis:** Students write analysis of two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.  **Peer Writing Conferences:** Students develop, revise, and edit the researched fiction toward achieving the standards.  **Researched Fiction:** Students write a multiple-theme narrative to develop researched and imagined experiences or events using a range of literary techniques, including figurative language, precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | 9/18/15  9/25/15  10/14/15  10/16/15 |
| Argument and Inquiry | 5 weeks:  10/19-11/20 | **Declaration of Independence** (1776)  **“Gettysburg Address”** – Abraham Lincoln (1863)  **Second Inaugural Address** – Abraham Lincoln (1865)  **Brown v. Board of Education** (14th Amendment, 1954)  **Roe v. Wade** (14th Amendment, 1973)  **Lawrence v. Texas** (14th Amendment, 2003) | **Argument Writing:** Students integrate multiple sources of information to create argumentative responses based on reading and/or research.  **Individual or Group Research**: Students conduct a short research project to trace the enduring significance of a foundational U.S. document, court decision, or constitutional principle from its creation through contemporary American history.  **Group Presentation:** Students argue the enduring significance of a foundational U.S. document, court decision, or constitutional principle based on their research. This could take the form of a case study or moot court. | 10/30/15  11/6/15  11/20/15 |
| Comparative Analysis | 6 weeks:  12/1-1/22 | **A Variety of Poetry (student choice)**  **A Variety of Novels (student choice)**  **“At the Bomb Testing Site”** (poem, 1998) by William Stafford  **“The Clan of the One-Breasted Women”** (article, 1991) by Terry Tempest Williams  **“Farewell, My Lovely”** (article, 1936)  **“Do Not Go Gentle Into That Good Night”** (poem, 1939) by Dylan Thomas  **“The Road Not Taken”** (poem, 1916) by Robert Frost | **Oral Presentations:** Students orally present a text with the intent of giving a particular interpretation. Students analyze audience response to evaluate how effectively the presentation met the purpose.  **Comparative Analysis:** Students analyze how two or more texts from a chosen time period, at least one of which is nonfiction, treat a similar theme or topic.  **Publish:** Students use technology to update and publish comparative analysis. Students could use the Internet to present two texts from the same time period and argue an analysis of each, gathering input from peers to strengthen their analysis. | 12/16/15  1/22/16  1/22/16 |
| Interpretation of Drama: Genre Study (includes Playwriting PBL) | 10 weeks:  1/25-4/1 | ***A Streetcar Named Desire* by Tennessee Williams** (play), 1947 | **One Act Play:** Students will write and publish a One Act Play as part of their STEM PBL.  **Informational Writing:**  Students research a variety of reviews of productions of a drama, evaluating how each director’s production choices influenced the critics’ responses. | 2/12/16  3/18/15 |
| Study of Satire  and ACT preparation | 8 weeks:  4/4-5/24 | **“War Prayer”** (short story, 1904) by Mark Twain  **“When May I Shoot a Student?”** (article, 2014) by Greg Hampikian  **Various Cartoons and Commentary** by Daryl Cagle | **Analysis of Audio/Visual Satires:** Students evaluate the speaker’s point of view, reasoning, and use of evidence, as well as audience response to evaluate effectiveness of satires.  **Satire:** Students create or analyze a piece of satire demonstrating knowledge of satirical techniques such as caricature, exaggeration, incongruity, juxtaposition, reduction, and irony. | 4/23/15  5/22/15 |
| **Parents or students may opt out from materials with mature content by providing an email or other written request for assignment of alternate material to the instructor. The written notice should be provided to the instructor at least five school days prior to the planned commencement of the mature content so that the instructor has adequate time to identify alternative materials and instructional supports for the student. An opt-out notice provided less than five school days in advance of commencement of the material shall not preclude the students/parent from opting out but may delay the identification of alternative materials and implementation of alternative instructional supports.** | | | | |

**For additional information regarding primary texts in alignment with Superintendent Policy 6230, the links below are intended to provide families with multiple perspectives**

*(The opinions and views expressed at or through these websites are the opinions of the designated authors and do not necessarily reflect the opinions or views of the classroom teacher.)*

**For additional information regarding primary texts please visit:**

* Amazon book reviews: [www.amazon.com](http://www.amazon.com)
* Goodreads.com: [www.goodreads.com](http://www.goodreads.com)
* Common Sense Media: [www.commonsensemedia.org](http://www.commonsensemedia.org)
* Thriving Family--A Focus on the Family publication: [www.thrivingfamily.com/family/Media.aspx](http://www.thrivingfamily.com/family/Media.aspx)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grading Scale**  **(District-wide)** | | **Standards-Referenced Mark** | **Corresponding Percentage** | **Grade Percentages/Weights** | |
|  | Percentage | 4.00 | 98% |
| **A** | 90-100% | 3.75 | 95% | **Summative Assessments & Projects** | **80%** |
| **B** | 80-89% | 3.50 | 93% | **Formative Assessments & Projects** | **20%** |
| **C** | 70-79% | 3.25 | 90% | **\*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp** | |
| **D** | 60-69% | 3.00 | 85% |
| **F** | 59 or below | 2.75 | 80% |
|  | | 2.50 | 75% | \*Standards-referenced marks will be used on assessments that address specific standards (such as writing, research, and speaking assessments).  \*A point scale will be used on objective assessments that address a student’s skills as a whole (such as multiple choice reading tests and quizzes).  \*A point scale will also be used frequently on formative assessments denoting a student’s level of completion. | |
| 2.25 | 65% |
| 2.00 | 60% |
| 1.00 | 50% |

|  |
| --- |
| **General Expectations**   * Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade. * **Summative: 80%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.) * **Formative: 20%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc. * Assessments will be graded based on teacher/district/state rubrics. * On group projects, students will receive a grade for individual work and a group grade. * Grades are based on achievement of Content Standards and Grade Level Expectations. |
| **Class Expectations**  **Missing or incomplete assignments/assessments for this course:** Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course. |
| **Absences/Tardies:**   * It is very important for you to be in class EVERY DAY. In high school, absences cause you to fall behind very quickly. If you must be absent, try to contact me as soon as possible. Check our class website for the work we are doing, or e-mail me so I can let you know what you are missing. If you do not make up your work according to the district Make-Up Work policy, then you will receive a zero for each missing assignment. Do not put this off! At the end of the semester, there will be no make-up work or extra credit to help you raise your grade. * When the tardy bell rings, you are expected **to be in your seat**, ready to begin work. Tardies are very rude and distracting to the class and your teacher. I understand that sometimes we cannot control what happens, causing us to be tardy. If you are tardy, please enter QUIETLY and take a seat. Do not disrupt me or your classmates. If your tardies become a habit or disruptive, you will receive a warning, a phone call home, and finally a referral to Student Relations. * I want you to want to be in class! I know it can be difficult to come to class, especially if the subject matter is difficult or not appealing to you, but I will try to make everything we do relevant to you and your future. Just give it a chance.   **Make-Up Work:**  **In the event of an excused absence, students get the number of days they were excused, plus one, to make up their missing work.** (For example, if your student is absent and excused for two days, he or she gets three days to make up the work.) *Be sure to write “Absent” at the top of any make-up work.* In the event of any absence, students **do not** get extra time to work on long-term projects (such as essays) that were assigned prior to their absence. These projects will be due upon the student’s return. **It is the STUDENT’S RESPONSIBILITY to obtain any necessary make-up work immediately upon his or her return.**  **Late Work:**  Any work that is turned in after the deadline stated in class is considered late. It is my firm belief that students at the high school level need to take ownership of their education and exercise a high level of personal responsibility. For that reason, I will only accept late work if you fill out and have your parents sign a **Late Work Slip**. This must be attached to the late assignment, and can be turned in no later than the next day.  **Homework**:  Students can expect an average of 1-3 homework assignments each week, including class readings. Additionally, they should consistently be completing their weekly independent reading assignments. Generally, small homework assignments are due the day after they are assigned. Larger papers and projects can be due anywhere from one week to four weeks after the date they are assigned. We will be using Remind.com for homework reminders.  **Class Materials:**  For this class you will need:   * A folder **or** 3-ring binder (A folder or a binder should be specifically for this class.) * 2 spiral notebooks (One will be kept in the classroom and another will be for notes.) * Pencils * Pens (blue or black) * Colored pencils or markers * Highlighters (three different colors) * Post-it notes * Independent Reading book * 1 box of tissues |
| **Student Expectations** |
| * **Your attendance is important!** You should be present *physically* and *mentally*. Your purpose here is to work toward your graduation and high school diploma, which will open many doors for you. I am here to help you do this. In order for us to be successful, I promise to come to class excited and prepared to teach you. You should come to class motivated and ready to learn something new every day. **Every class period counts on your journey to graduation!** * **RESPECT!** All students have a right to learn in a respectful and safe environment. In order for our classroom to be safe and comfortable for everyone every day, you and I must honor the rule, known as the **6 P’s**. We will go over these guidelines in detail the first week of class. * Food and drink will NOT be allowed in the class. Water is fine for bring to class if you keep it in a water bottle with a lid. If you need a snack make sure you eat your snack during passing period. * **CELL PHONES/ELECTRONICS:** If I see your cell phone or any other electronic device out without my permission, I will take them away. If this becomes an ongoing problem, we will deal with it through Student Relations. * I expect high standards of honesty and ethical behavior from you and myself. ANYONE who behaves in an unethical way will experience the appropriate consequences, which may include no credit on assignments that are copied or plagiarized, as well as discipline referrals. As you work on homework and projects, ask me if you have any questions about the correct way to cite your sources. In short, do your own thinking and your own work. **Plagiarism or cheating/copying** of any sort will result in a loss of credit for the entire assignment. If you are working with a classmate, your writing should still be individual. All plagiarism incidents will be documented and referred to Student Relations as well as the Assistant Principal in charge of Curriculum and Instruction. * **Communication is key!** It is very important that you communicate with me about any issues that may impact your success. Please visit during Norse Success, lunch time, or during a free period. The best way to get in touch with me outside of class is via email. |