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| **School Year** | 2014-2015 | **Teacher Name** | Lorraine Arvizo |
| **Office** | Room 117 | **Website** | <http://arvizoenglish.weebly.com>  |
| **Phone** | 720-972-4600 | **Email** | Lorraine.Arvizo@adams12.org  |

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| **Course Name** | **English 9 Literature and Composition** |
| **Course Description** | In this course, students will explore their own cultural identities as well as the cultural identities of people from around the world through the study of literature both within and outside of the United States. They will also understand how experiences and cultural expectations shape attitudes. Students will solve problems, analyze language, and provide supporting evidence in order to communicate clearly in both writing and speaking. This course builds upon students’ prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually includes the four aspects of language reading, writing, speaking, and listening. Typically, this class introduces and defines various genres of literature; writing exercises are often linked to reading selections. |
| **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** |
| Transformational and Informational Literature | 8 weeks | Students will read excerpts from a variety of nonfiction and literary texts. Teachers may also opt to teach an additional novel from the list used for “The Narrative Experience” Unit of Study. | Informational Writing, Editing, and Publishing | End of September 2015 |
| Narrative Experience | 5 weeks | ***The classroom teacher will determine which of the following books will be used for this unit:******Of Mice and Men***:Over seventy-five years since its first publication, Steinbeck’s tale of commitment, loneliness, hope, and loss remains one of America’s most widely read and taught novels. An unlikely pair, George and Lennie, two migrant workers in California during the Great Depression, grasp for their American Dream. They hustle work when they can, living a hand-to-mouth existence. For George and Lennie have a plan: to own an acre of land and a shack they can call their own. When they land jobs on a ranch in the Salinas Valley, the fulfillment of their dream seems to be within their grasp. But even George cannot guard Lennie from the provocations, nor predict the consequences of Lennie's unswerving obedience to the things George taught him. *Of Mice and Men* represents an experiment in form, which Steinbeck described as “a kind of playable novel, written in a novel form but so scened and set that it can be played as it stands.” A rarity in American letters, it achieved remarkable success as a novel, a Broadway play, and three acclaimed films. (Sexual Content, Profanity, Violence). | * Text-based discussions
* Writing a narrative
 | End of November 2015 |

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| **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** |
| The Narrative Experience (con’t) | 5 weeks | ***Persepolis***: Wise, funny, and heartbreaking, *Persepolis* is Marjane Satrapi’s memoir of growing up in Iran during the Islamic Revolution. In powerful black-and-white comic strip images, Satrapi tells the story of her life in Tehran from ages six to fourteen, years that saw the overthrow of the Shah’s regime, the triumph of the Islamic Revolution, and the devastating effects of war with Iraq. The intelligent and outspoken only child of committed Marxists and the great-granddaughter of one of Iran’s last emperors, Marjane bears witness to a childhood uniquely entwined with the history of her country.*Persepolis* paints an unforgettable portrait of daily life in Iran and of the bewildering contradictions between home life and public life. Marjane’s child’s-eye view of dethroned emperors, state-sanctioned whippings, and heroes of the revolution allows us to learn as she does the history of this fascinating country and of her own extraordinary family. Intensely personal, profoundly political, and wholly original, *Persepolis* is at once a story of growing up and a reminder of the human cost of war and political repression. It shows how we carry on, with laughter and tears, in the face of absurdity. And, finally, it introduces us to an irresistible little girl with whom we cannot help but fall in love. (Sexual Content, Profanity, Violence)***To Kill a Mockingbird:***Harper Lee's Pulitzer prize-winning masterwork of honor and injustice in the deep south—and the heroism of one man in the face of blind and violent hatred, available now for the first time as an e-book. One of the best-loved stories of all time, *To Kill a Mockingbird* has been translated into more than forty languages, sold more than thirty million copies worldwide, served as the basis for an enormously popular motion picture, and was voted one of the best novels of the twentieth century by librarians across the country. A gripping, heart-wrenching, and wholly remarkable tale of coming-of-age in a South poisoned by virulent prejudice, it views a world of great beauty and savage inequities through the eyes of a young girl, as her father-a crusading local lawyer-risks everything to defend a black man unjustly accused of a terrible crime. (Sexual Content, Profanity, Violence). | See page one | See page one |
| **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** |
| The Narrative Experience (con’t) | 5 weeks | ***Ender’s Game:***In order to develop a secure defense against a hostile alien race's next attack, government agencies breed child geniuses and train them as soldiers. A brilliant young boy, Andrew "Ender" Wiggin lives with his kind but distant parents, his sadistic brother Peter, and the person he loves more than anyone else, his sister Valentine. Peter and Valentine were candidates for the soldier-training program but didn't make the cut--young Ender is the Wiggin drafted to the orbiting Battle School for rigorous military training. Ender's skills make him a leader in school and respected in the Battle Room, where children play at mock battles in zero gravity. Yet growing up in an artificial community of young soldiers, Ender suffers greatly from isolation, rivalry from his peers, pressure from the adult teachers, and an unsettling fear of the alien invaders. His psychological battles include loneliness, fear that he is becoming like the cruel brother he remembers, and fanning the flames of devotion to his beloved sister. Is Ender the general Earth needs? But Ender is not the only result of the genetic experiments. The war with the Buggers has been raging for a hundred years, and the quest for the perfect general has been underway for almost as long. Ender's two older siblings are every bit as unusual as he is, but in very different ways. Between the three of them lie the abilities to remake a world. If the world survives, that is. (Profanity, Violence)***Speak:***"Speak up for yourself--we want to know what you have to say." From the first moment of her freshman year at Merryweather High, Melinda knows this is a big fat lie, part of the nonsense of high school. She is friendless, outcast, because she busted an end-of-summer party by calling the cops, so now nobody will talk to her, let alone listen to her. As time passes, she becomes increasingly isolated and practically stops talking altogether. Only her art class offers any solace, and it is through her work on an art project that she is finally able to face what really happened at that terrible party: she was raped by an upperclassman, a guy who still attends Merryweather and is still a threat to her. Her healing process has just begun when she has another violent encounter with him. But this time Melinda fights back, refuses to be silent, and thereby achieves a measure of vindication. In Laurie Halse Anderson's powerful novel, an utterly believable heroine with a bitterly ironic voice delivers a blow to the hypocritical world of high school. She speaks for many a disenfranchised teenager while demonstrating the importance of speaking up for oneself. *Speak* was a 1999 National Book Award Finalist for Young People's Literature. (Sexual Content, Profanity, Violence). | See page one | See page one |

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| **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** |
| Rhetorical Analysis and Argument | 11 weeks | Students will read excerpts from a variety of informational and narrative nonfiction texts. | * Writing a rhetorical analysis of a persuasive text
* Argumentative speech or presentation including research
 | End of February 2016 |
| Analyzing Point of View | 11 weeks | Students will read excerpts from a variety of literary texts as well as a Shakespearean play. | * Text-based discussions
* Literary Analysis of an Author’s Perspective
 | End of May 2016 |

**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.com](http://www.commonsensemedia.com)
* Thriving Family--A Focus on the Family publication: [www.thrivingfamily.com/family/Media.aspx](http://www.thrivingfamily.com/family/Media.aspx)

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| **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% |

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| **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.
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| **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
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| **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.
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