



Dallas High School Home of the Dragons



English 9

2013 - 14

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Office Hours: Tues-Friday 3:00-3:30; Fawcett prep P1, Baer prep P2, additional times by arrangement.

Course Description: The goals of the English 9 course are to facilitate the transition from middle school to high school expectations in writing and reading. Specifically, students will be required to show more advanced support for their ideas and arguments in their writing and use more advanced organizational structures. In reading, students will be challenged with more complex literary and informational texts and will be required to cite those texts for a variety of analytical and evaluative tasks.

Texts:

Prentice-Hall English level 9; *Of Mice and Men* by John Steinbeck; *Romeo & Juliet* by William Shakespeare

Various short fiction, poems, and non-fiction articles TBA

Course Outline

	UNIT TOPIC	SUMMATIVE ASSESSMENT	STANDARDS ASSESSED
Unit 1: (5 Weeks)	Literary Analysis: "Literature as Truth: You Want the Truth? You CAN Handle the Truth!"	EESEC paragraph test on theme, protagonist, antagonist, conflict	Reading Standards (Literary) 1-4, 10 Writing Standard 2
Unit 2: (6 Weeks)	Novel: <i>Of Mice and Men</i>	EESEC paragraph test on STEAL / characterization, conflict, theme	Reading Standards (Literary) 1-4, 10 Writing Standard 2
Unit 3: (4 weeks)	Poetry (Part I)	Paired Poetry Presentation – Basic description, analysis, evaluation; accurate ID of poetic elements	Reading Standards (Literary) 1,4,6,7,10 Speaking Standards 4,6
SEMESTER BREAK			
Unit 4: (8 weeks)	Drama: <i>Romeo & Juliet</i> (focus: "Trapped Teens? Fate vs. Free Choice")	EESEC paragraph test on STEAL / characterization, conflict, theme (1 req'd item on fate vs. free choice, other optional topics)	Reading Standards (Literary) 1-4, 10 Writing Standard 2
Unit 5: (6 Weeks)	Non-Fiction Reading /Writing (theme: "Conspiracy Theories & Urban Legends")	5-paragraph explanatory essay	Reading Standards (Informative) 1,2,6,8,10 Writing Standard 2
Unit 6: (3 Weeks)	Poetry (Part II)	"Poetry Talk" – oral presentation	Reading Standards (Literary) 1,2,4,10 Speaking Standards 4,6
<p>*All Standards are taken from the Common Core standards list.</p> <p>*Though only one writing standard is included here, a number of other writing skills are assessed on summative assessments; scoring rubrics cover ideas and content, organizational skills, use of supporting evidence/examples, and use of language conventions.</p> <p>*District Writing Assessment given at start of year, at end of semester 1, and at year's end. Class time for these assessments is not included in unit lengths, but has been incorporated into overall course calendar.</p>			

Standards to Be Assessed:

READING STANDARDS – LITERARY TEXT

- 9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- 9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- 9-10.RL.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- 9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- 9-10.RL.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING STANDARDS – INFORMATIONAL TEXT

- 9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

- 9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- 9-10.RI.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SPEAKING STANDARDS

- 9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

WRITING STANDARDS

- 9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

LANGUAGE STANDARDS

- 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 9-10.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Career Related Learning Standards: Career-related learning standards (CRLS) are fundamental skills essential for success in employment, college, family, and community life. We have integrated the Personal Management standard from the CRLS into all courses at DHS. **This standard will be assessed and communicated independent of the academic grade.** It is included below and mainly includes behaviors that will be assessed in this course.

- **Personal Management Standard:** Exhibit appropriate work ethic and behaviors in school, community and workplace.
 - Students will identify tasks that need to be done and initiate action to complete the tasks.
 - Students will plan, organize and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
 - Students will take responsibility for decisions and actions and anticipate consequences of decisions and actions.
 - Students will maintain regular attendance and be on time daily.
 - Students will maintain appropriate interactions with colleagues.

Grading and Assessment:

Student's final grade for each course will be broken down into two categories:

- 1) **Academic:** based on assessments, tests, projects and performances that measure learning.
- 2) **Personal Management:** based on homework completion and other behaviors measuring the CRLS personal management standard.

The Final grade is calculated as follows: 75% of the course grade will be based on the **Academic** grade and **25%** on the **Personal Management** grade.

- Any items included in the Academic grade (PA) may be retaken and the higher grade recorded. Teachers may extend the retake time period, but as a rule all retakes need to be done within 2 weeks of the initial assessment.
- Students will complete extra preparation before retaking an assessment.
- Personal management work turned in late may be reduced by up to 50% credit.
- Retakes are not allowed on Personal Management assignments.
- Students must schedule performance retakes at their teacher's convenience. (Speech, drama, labs.)
- All PM assignments must be submitted by the date of the final assessment over that unit.

EXTRA CREDIT:

Academic Extra Credit is *not* available in this course. Extra Credit has been proven to avoid the standards to which the assignments and projects are designed. Students should **do the work assigned, strive to exceed standards rather than meet them, and take advantage of the retake policy described above.** This is the most effective path to good grades at Dallas High School.

CELL PHONES and TECHNOLOGY

We all have cell phones, which are evermore tantalizing with apps, texting, gaming, etc. I firmly believe that students who cannot go 90 minutes without texting or checking their phones lack the attention and work ethic that are essential for success in the world. There's a TIME and a PLACE for cell phones; the classroom is NOT one of those.

The DHS Cell Phone policy reads as follows:

"Mobile phones are not to be in use or in open view within classrooms, restrooms, locker rooms, or during lockdown situations. Misuse of mobile phone or electronic device will lead to the following consequences:

1st offense - confiscated device is delivered to the main office and returned to the student at the

end of the school day.

2nd offense - confiscated device is delivered to the main office where parent/guardian will be contacted to reclaim possession.

3rd offense – discipline referral for “insubordination”, parent contact, and student will no longer be allowed to have the device at school without administrator permission

Be engaged in the class, and save your texting for passing periods and lunch.

PLAGIARISM/ACADEMIC HONESTY:

Plagiarism, collusion and academic dishonesty will not be tolerated on any assignments.

Downloading previously printed or posted material from the Internet or other electronic means that are claimed as your own or copying another’s work is strictly prohibited.

Plagiarism, collusion and academic dishonesty will result in the **failure of the assignment or project without an opportunity to recover it as well as Administrative actions** as prescribed in the Dallas High School Student Handbook. (This is a really, REALLY big deal. In short, if it’s not *your* idea, you need to cite your source.)

Parents: Please keep the rest of the syllabus. By signing this form, you acknowledge that you have read and fully understood the expectations, rules, and standards associated with (Fill in the name of your course here) . If you have questions, please call 503-623-8336 or email using the email address provided in this document.

Parent Name:

Parent Signature:

Parent email Address:

Parent Phone:

Student Name:

Student Signature: