



Course Name	Instructor	Instructor E-mail & Availability
English 12	Heather Martin (formerly Egeland)	hlegeland@aps.k12.co.us hlegeland@aurorak12.org Periods 3 and 7 After school and A lunch by appointment
Course Website	Class Meeting Times & Location:	Prerequisites
	English 12 Periods 2, 4, 6 DAILY ROOM 723	English 11

Course Description

Standards

Quarter 1: Common Core Standards 1.e (Oral Expression and Listening), 2.1.c, 2.1.d (Reading) , 3.2.g 3.3.a (Writing)

Quarter 2: Common Core Standards 4, 4.2 (Research and Reasoning)

Quarter 3: Common Core Standards 2.1.c, 2.1.d (Reading), 3.2.g, 3.3.a (Writing)

Quarter 4: Common Core Standards 1.2.c, 1.2.d, 1.2.f, (Oral Expression and Listening) 3.2.f, (Writing) 4.1.e (Research and Reasoning)

Learning Outcomes by Quarter

Quarter 1

By the end of this unit, students will be able to analyze how literary components, style, and content contribute to and impact meaning. In writing students will use a wide range of elaboration techniques to express a point of view or theme, and they will use style, tone, and structure to address a specific purpose and audience.

Common Reading/Writing Performance Task: After reading multiple narrative formats, students will write and revise a series of narratives.

Quarter 2

By the end of this unit, students will research, evaluate, synthesize, and respond to their findings of how one issue impacts many different communities and may solicit different solutions and outcomes.

Common Reading/Writing Performance Task: Identify a local or global problem (eg. homelessness, poverty, healthcare, etc.). Gather 8-10 sources (2 of which are not credible/valid/reliable). Identify and explain which sources are not reliable/valid/credible and why. Synthesize the remaining sources to identify the problem and propose a solution supported by evidence from the remaining sources in a written product or presentation.

Quarter 3

By the end of this unit, students will read a variety of texts and investigate the literary movements and historical and social contexts of the pieces. They will use texts to deepen their understandings of the struggles of humanity. Students will collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's understanding. As writers, students will synthesize ideas to support a conclusion about the importance in understanding the struggles of humanity expressed in a text.

Common Reading/Writing Performance Task: Read the excerpt from Oscar Wilde's *The Importance of Being Earnest*. Write a response that identifies what the excerpt shows about the cultural/social norms of the time. Compare that to the way the piece shows a universal idea about humanity that makes it relevant today. Include support from the text for both parts of your response

Quarter 4

Students will be able to analyze how proponents of a specific perspective advocate for their position. Students will effectively synthesize information from a variety of multi-media sources (written, interview, documentary, etc) in order to formulate an original position.

Common Reading/Writing Performance Task: Students will select a complex issue in the national/international discourse and analyze the arguments of the current debate on the issue. The student will write a clear, organized response that integrates multiple sources and draws a conclusion based on synthesizing information and providing examples from research to support the thesis.

(Supports may include, but are not limited to: news interviews, editorials, articles, political debates, documentaries, etc...)

Required Supplies

2 single subject notebooks (used in this class only), pencil/pen (blue or black) EVERYDAY in class, green or red pen, 2 pocket homework folder, Gmail access. A flashdrive would be extremely helpful.
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Grading

Students will be graded on a 4 point scale for all assignments		
Point	Letter Grade	Explanation
3.0-4.0	A	In addition to the performance score of 3.0, the student demonstrates in depth inferences and applications that extend beyond what was taught.
2.5-2.99	B	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. This level is mastery
2.0-2.49	C	There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.

Point	Letter Grade	Explanation
3.0-4.0	A	In addition to the performance score of 3.0, the student demonstrates in depth inferences and applications that extend beyond what was taught.
2.5-2.99	B	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. This level is mastery
2.0-2.49	C	There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.

1.0-1.99	D	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Below 1.0 or No Evidence	F	Even with help, the student cannot demonstrate understanding of the simple details.

School Policies

REQUESTS FOR HOMEWORK

Students requiring homework assignments due to extended excused absences (three days or more) should initially contact the attendance office. The attendance office will notify teachers and collect assignments from individual teachers. Assignments should be ready for pick up 24 hours after a request has been made. Please call the attendance office to check homework status.

MAKE-UP WORK DURING ABSENCES

Any time a student misses a class for any reason whatsoever, that student will be expected to contact each teacher and complete the make-up work in order to achieve the learning objective. This includes field trips, school activities, suspensions, group sessions, trancies, and the like. Make-up work is required and students who have been absent from class must request make-up work from the teacher no later than the next class meeting. Teachers will determine a reasonable amount of time for make-up work when students are absent, using a two days for every one day absent guideline.

Teachers may provide an "alternative" learning experience for make-up work to any student who requests it upon returning to class. For example, a student may have been absent from a class at which the daily learning objective was achieved by means of a class discussion. At the teacher's sole discretion, students who were absent during that discussion might be assigned a two or three-page written essay due three or four days after the student's return to class as an 'alternative' learning experience for that objective.

Teachers will give academic credit to all make-up work that complies with the above guidelines. The only exception is that teachers have the choice whether or not to give academic credit to the make-up work from an unexcused absence. If the absence was unexcused, the teacher should provide feedback but is not required to give credit for the work.

TARDY POLICY

After three tardies teachers will conference with the student and contact home. After 5 tardies students can be referred to the Learning Center and additional consequences may be assigned.

PASSES

Students who leave the classroom or are excused from class must have a pass with correct validation by the teacher.

School officials may send for a student using an authorized Administrative Pass. Students who are without official passes will be subject to disciplinary action. Passes will not be given in the first 10 minutes or last 10 minutes of class.

NON-ACADEMIC TECHNOLOGICAL DEVICES

Aurora Public Schools believes in providing environments that optimize learning and teaching and are safe, secure, and well maintained. As such, all personal electronic devices* shall not be seen nor heard during the school day in academic areas of the building from 7:30 A.M. to 3:45 P.M. *Cell phones, iPods, headphones, portable speakers, MP3s, tablets, cameras, etc. **Aurora Central High School is not responsible for lost, stolen or damaged electronic devices.** This includes electronic devices that are confiscated by staff. Aurora Central High School reserves the right to not investigate lost, stolen or damaged electronic devices.

Classroom Policies

Follow the 5 Ps: Be PROMPT, Be POLITE, Be PATIENT, Be PREPARED, Be PRODUCTIVE

No cellphones on in class (must be out of sight), No eating in class, No drinking in class (except water)

Tear off and return THIS PAGE only to Mrs. Summers, English 12 teacher.

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I promise not to plagiarize another's work, whether a classmate, or an electronic or media resource. I understand that cheating or plagiarizing will bring a severe consequence. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: _____ (print)

Grade _____ Period _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Parent/Guardian Phone Number: _____

Parent/Guardian Email: _____



Course Name	Instructor	Instructor E-mail & Availability
Creative Writing	Heather Martin (formerly Egeland)	hlegeland@aurorak12.org hlegeland@aps.k12.co.us
Course Website	Class Meeting Times & Location:	Prerequisites
	Room 723, Daily Per. 1	ENG 11

Course Description

Creative Writing introduces the student to various genres or modes, such as fiction, poetry, the personal narrative, drama, screenplay, and creative essay. Students analyze peer and published authors for particular stylistic devices in order to understand the writer's skill in narration, dialogue, description, and detail. This course provides activities and projects to stimulate ideas and extend the students' writing talent, to encourage appropriate freedom of expression, and to develop sensitivity to the power of words in the written medium. Students read their work aloud for class critique and the course introduces students to appropriate markets for publication. Students will be tasked with compiling a portfolio of their work from representative genres by the end of the semester.

Standards

Learning Outcomes by Quarter

Quarter 1

- Students will be able to identify and analyze the effect of a number of rhetorical devices they see in mentor texts.
- Students will use rhetorical devices intentionally in prose writing.
- Students will identify and analyze the effect of rhetorical devices on the intended audience in their peer's prose writing, giving feedback during the drafting process.
- Students will identify and analyze the effects of the literary strategies they see in mentor texts.
- Students will use and manipulate literary strategies intentionally in prose writing to achieve a desired effect on the intended audience.
- Students will identify and analyze the effects of literary strategies in their peer's prose writing, giving feedback during the drafting process.
- Students will critique their own writing from the perspective of the intended audience.
- Students will set goals for themselves as writers.

Quarter 2

- Students will be able to identify and analyze the effect of a number of rhetorical devices they see in mentor texts.
- Students will use rhetorical devices intentionally in prose writing.
- Students will identify and analyze the effect of rhetorical devices on the intended audience in their peer's prose writing, giving feedback during the drafting process.
- Students will identify and analyze the effects of the literary strategies they see in mentor texts.
- Students will use and manipulate literary strategies intentionally in prose writing to achieve a desired effect on the intended audience.
- Students will identify and analyze the effects of literary strategies in their peer's prose writing, giving feedback during the drafting process.
- Students will critique their own writing from the perspective of the intended audience.
- Students will set goals for themselves as writers.

Required Supplies

- Pens, Pencils
- Bound Composition Notebook

Grading

Students will be graded on a 4 point scale for all assignments

Point	Letter Grade	Explanation
3.0-4.0	A	In addition to the performance score of 3.0, the student demonstrates in depth inferences and applications that extend beyond what was taught.
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TARDY POLICY

If a student arrives tardy to class, a sign in/sign out sheet is located at the front of the room. The student will sign his or her name, noting their tardiness, and then, proceed quietly to his or her seat without disrupting class instruction. If a student fails to sign in properly or honoring their responsibility not to disrupt instruction time, he or she will receive an additional tardy.

PASSES

Students will be allotted five "Pass Credits" each semester with which they can use to go to the bathroom during class or retrieve materials from their locker if necessary. After requesting to use one of the pass credits, the student will sign the sign in/sign out sheet is located at the front of the room. If a student fails to sign in properly or honor their responsibility to return in a timely fashion, he or she will receive a tardy.

NON-ACADEMIC TECHNOLOGICAL DEVICES

Phone use is unacceptable in the classroom during class time, unless directly authorized by the teacher. After three offences, the teacher will conference with the student and contact home. After five offences students will be referred for disciplinary action. Whether the student is using the phone without authorization or their phone goes off during instruction due to not be turned to silent, the student will silence and place his or her phone in a designated spot in the classroom until after the class bell rings. It is the student's responsibility to retrieve their own property.

Tear off and return THIS PAGE only and return to _____(teacher).

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: _____(print)

Grade _____ Period _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Parent/Guardian Phone Number: _____

Parent/Guardian Email: _____