



Course Name	Instructor	Instructor E-mail & Availability
English 12	Sara Kalamarides	<a href="mailto:sekalamarides@aps.k12.co.us">sekalamarides@aps.k12.co.us</a> Periods 1 and 7 After school by appointment
Course Website	Class Meeting Times & Location:	Prerequisites
	Periods 2, 3, 4,5 & 6 DAILY ROOM 722	English 11

Course Description
Standards
<p><b>Quarter 1:</b> Common Core Standards 1.e (Oral Expression and Listening), 2.1.c, 2.1.d (Reading) , 3.2.g, 3.3.a (Writing)</p> <p><b>Quarter 2:</b> Common Core Standards 4, 4.2 (Research and Reasoning)</p> <p><b>Quarter 3:</b> Common Core Standards 2.1.c, 2.1.d (Reading), 3.2.g, 3.3.a (Writing)</p> <p><b>Quarter 4:</b> 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)</p>
Learning Outcomes by Quarter
<p><b>Quarter 1</b></p> <p>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.</p> <p><b>Common Reading/Writing Performance Task:</b> After reading an excerpt from Cristina Garcia’s <i>Dreaming in Cuban</i>, construct a short response that analyzes and evaluates how the author uses language and literary components (such as diction, imagery, and point of view) to impact meaning. Use textual evidence and reasoning within your response.</p>
<p><b>Quarter 2</b></p>

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

1 single subject notebook (used in this class only), pencil/pen EVERYDAY in class, backpack to carry supplies. homework folder

## 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.
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, truanancies, 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. Kalamarides (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: \_\_\_\_\_