



Course Name	Instructor	Instructor E-mail & Availability
English 9/English 9 Coop	Melanie Lopez	mellopez@aps.k12.co.us
Course Website	Class Meeting Times & Location:	Prerequisites
N/A	Room 606	N/A

### Course Description

It is the intention of the English Department at Central High School to provide all students with opportunities to become acquainted with a wide range of literary and critical works in all the genres, eg. poetry, drama, lyrical poetry, short stories, novels, literary analysis, biography, autobiography, essays, etc. Students also will be trained in the writing skills they will need to succeed in high school and college. The ultimate goals are to foster in students analytical and critical thinking skills that will enhance independent and informed thought; encourage appreciation for literature; and allow for articulate self-expression.

#### **General Goals:**

- \*Read various genres of literature with critical appreciation
- \*Read for the pleasure of reading
- \*Write essays/projects, focusing on around state standards
- \*Write creatively, thus becoming authors themselves
- \*Listen, interpret, and distinguish various strategies to understand and interpret texts
- \*Gaining knowledge around global issues

#### **Assessments**

Students are given writing assignments designed to improve skills learned in previous grades. Assignments vary, but the following are covered over the course of the year:

- SCR's
- Extended Essay's
- Project Based Learning
- Reading Responses
- Quick Writes
- Whole group/class discussion
- Presentations

### Standards

The English department, as a 9<sup>th</sup> grade team, is to meet a variety of Colorado State Standards throughout the year, each and every quarter.

### Learning Outcomes by Quarter

**Quarter 1**

Competency #1:

I can analyze an author's position and perspective by making a claim and providing evidence and reasoning to support the claim while considering possible counterclaims and varying perspectives.

**Quarter 2**

Competency #2:

Make a claim about the validity of an argument on a global issue/topic by comparing and analyzing whether sources are credible, biased, or relevant.

**Quarter 3**

Competency #3:

I can develop a position on a social/global issue by analyzing multiple perspectives and providing evidence to support my position.

**Quarter 4**

Competency #4

Acknowledge significant global issues by analyzing the various perspectives around the issue and the conditions that shape those perspectives.

**Required Supplies**

- 1 folder
- 3 Subject notebook
- Writing utensils

**Grading**

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

<b>Point</b>	<b>Letter Grade</b>	<b>Explanation</b>
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 Expectations

#### **As a class we will:**

- Be responsible
- Respect others and ourselves
- Be ready to succeed
- Add our voice to our learning
- Add our voice to our learning
- Grow

Tear off and return THIS PAGE only and return to Mrs. Lopez by Friday, August 12<sup>th</sup>.

**Aurora Central High School Syllabus 2016-17**

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: \_\_\_\_\_