



2022-2023 COURSE EXPECTATIONS

English 9 Honors

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1. Course Scope

This one-year course (*Foundations in Composition, Language, and the Elements of Text*) provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, grammar, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational discourse, both classic and contemporary; delivering more extensive oral presentations; and participating in a variety of conversations and collaborations with peers. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

2. Course Goals

1. To read and analyze a wide variety of sophisticated text (e.g., informational, fiction and non-fiction, expository) representative of high-quality contemporary works, seminal U.S. documents, the timeless classics from around the globe, and dramas by Shakespeare. [RL.9-10.1-7, 9, 10; RI.9-10.1-10]
2. To extend in writing or speaking skills with a focus on the credibility of an author's perspective or argument, the relationship between generalizations and evidence, and the way in which the writer's or speaker's intent affects the structure and tone of text. [RL.9-10.5; RI.9-10.5; W.9-10.1-8; SL.9-10.3; L.9-10.1]
3. To demonstrate and extend a command of conventions of Standard English grammar and usage when writing or speaking. [W.9-10.4, 5; SL.9-10.6; L.9-10.1-3]
4. To research, analyze, and evaluate nontrivial research methodology and be able to elaborate on these findings in writing and/or speaking. [RL.9-10.1; RI.9-10.1; W.9-10.7-9; SL.9-10.1]

5. To synthesize information from multiple sources in support of a thesis, embed quotations and citations skillfully, and use bibliographic conventions appropriately.
[RL.9-10.1; RI.9-10.1; W.9-10.1, 2, 4, 8, 9; SL.9-10.1a; SL.9-10.2-4, 6; L.9-10.1-3, 6]
6. To understand, evaluate, and critique elements of complex texts, selected from a broad range of cultures and time periods in writing and discussion.
[RL.9-10.1-6; RI.9-10.1-8; W.9-10.1, 2; SL.9-10.4; L.9-10.4-6]
7. To analyze the purposes and characteristics of the major genres and subgenres of text (e.g., prose, poetry, drama, literary non-fiction).
[RL.9-10.1-7, 9, 10; RI.9-10.1-10; W.9-10.1-3]
8. To apply strategies of organization and focus, coherence, revision, and word choice to produce writing (e.g., argument, expository, narration) of increasing sophistication and length whether over time or under a tight deadline. [W.9-10.1-10]

Revised May 2008, November 2011.
CPD-ELA-SG-4300H

3. Course Outline:

Quarters 1-4

Grammar
Non-fiction/Informational text
Literature (Poetry, Fiction, Drama)
The Reading Process
The Writing Process
The Research Process
Oral Communication/Listening Skills

Vocabulary – Greek/Latin roots/SAT Prep
Study Strategies
MLA Format
Technology Integration
*Each quarter will contain at least one formal essay and/or cumulative project that is tied to curricular activities.

Major Works

Teachers at each grade level review the course materials annually in order to ensure accuracy in maintaining the scope and goals of each course according to the Nevada Academic Content Standards. Literature is carefully selected in order to ensure students are exposed to complex texts, allowing students to make critical connections to the larger world. The selected works, contemporary or classical in nature, are individually identified based on their literary merit and their ability to guide and encourage meaningful student discourse, critical thinking, and analysis.

While all of the anchor texts in the curriculum of Coronado High School are taken from the approved list adopted by the Clark County School District, there are selections that contain content that can be mature in nature. In cases such as this, parents will be notified prior to the start of the given work. Alternative texts and comparable assignments will be made available.

Anthem

Copies will be provided in class.

Description

The story of *Anthem*, by Ayn Rand, is about a young man who realizes his potential and learns to fully embrace his individuality as he makes an invention. This invention challenges the stifling collectivism of the City of his birth and puts his life in danger which forces him to flee from the City.

To Kill a Mockingbird by Harper Lee: VERSION:

https://www.amazon.com/Kill-Mockingbird-Harper-Lee/dp/0060935464/ref=sr_1_1?dch_id=1&keywords=to+kill+a+mockingbird+by+harper+lee&qid=1631547395&sr=8-1

Text Description

The unforgettable novel of a childhood in a sleepy Southern town and the crisis of conscience that rocked it, *To Kill A Mockingbird* became both an instant bestseller and a critical success when it was first published in 1960. It went on to win the Pulitzer Prize in 1961 and was later made into an Academy Award-winning film, also a classic.

Compassionate, dramatic, and deeply moving, *To Kill A Mockingbird* takes readers to the roots of human behavior - to innocence and experience, kindness and cruelty, love and hatred, humor and pathos. Now with over 18 million copies in print and translated into forty languages, this regional story by a young Alabama woman claims universal appeal. Harper Lee always considered her book to be a simple love story. Today it is regarded as a masterpiece of American literature.

***Macbeth* by William Shakespeare: VERSION:**

https://www.amazon.com/Macbeth-Literary-Touchstone-William-Shakespeare/dp/1580495893/ref=sr_1_1?keywords=literary+touchstone+classic+macbeth&qid=1574139227&sr=8-1-spell

Text Description

In 1603, James VI of Scotland ascended the English throne, becoming James I of England. London was alive with an interest in all things Scottish, and Shakespeare turned to Scottish history for material. He found a spectacle of violence and stories of traitors advised by witches and wizards, echoing James's belief in a connection between witchcraft and treason.

In depicting a man who murders to become king, *Macbeth* teases us with huge questions. Is Macbeth tempted by fate, or by his or his wife's ambition? Why does their success turn to ashes?

Like other plays, *Macbeth* speaks to each generation. Its story was once seen as that of a hero who commits an evil act and pays an enormous price. Recently, it has been applied to nations that overreach themselves and to modern alienation. The line is blurred between Macbeth's evil and his opponents' good, and there are new attitudes toward both witchcraft and gender.

4. Video Permission

At various times throughout the school year films may be used to gain background information or enhance understanding of the material we are studying. Per CCSD policy only films that are rated as G and PG will be shown (some educational resources and documentaries are not rated). Proposed videos to be shown in class are as follows: *To Kill a Mockingbird*, *Macbeth*, and various documentaries on the historical context of our novels. Please indicate if your child has permission to view films on the signature form which can be found on the last page of this document.

5. Course Information/Across the Curriculum Activities:

Study skills are incredibly important and integral to a student's success. Maintaining an organized binder/folder with notes, graded work, handouts, and assignments will also aid in a student's success in all classes. Writing must be free from spelling, grammar, and punctuation/capitalization errors. Formal essays and writing assignments must be formatted in the newest version of MLA.

6. School Wide Grading Categories:

Clark County School District Required Grading Scale:

A: 90–100% Excellent

B: 80–89.99% Above Average

C: 70–79.99% Average

D: 60–69.99% Below Average

F: 50–59.99% Emergent

*All assignments will receive a minimum of 50%

Summative Assessments will account for 80% of overall quarter grade

- Tests, quizzes, major assignments and/or projects.

Formative Assessments will account for 20% of overall quarter grade

- Meaningful practice of skills required to master.
- Covers objectives of each unit.
- Tied to continued learning beyond the classroom.

Semester grades will be calculated as follows:

Quarter 1/3 – 40%

Quarter 2/4 – 40%

Semester Exam - 20%

Citizenship Grade –

O Outstanding

S Satisfactory

N Needs Improvement

U Unsatisfactory

Academic behaviors will be evaluated using the citizenship grading rubric.

- Plagiarism/cheating will be considered “missing.”
- Students will receive an “M” with a score of 50% until the original work has been submitted.

Student’s academic score may increase when original work is submitted for grading.

- The student will receive a “U” on the citizenship grading rubric for the quarter.

7. Behavior Expectations:

Students can perform their best when order is maintained in the classroom. The main rule in the classroom is RESPECT. To insure that every student is given the opportunity to perform at his/her best, the following behavior is expected:

Be respectful to teachers, students and property.

Come prepared to class with books, pens, paper, assignments, planner (for recording assignments).

Be in the assigned seat at the bell.

Food and drink (with the exception of water) are not permitted in the classroom.

Nuisance items and/or disruptive behavior is not permitted during class.

**Any behavior that is considered to be extremely disruptive or disrespectful will result in an immediate referral to the Discipline Office.*

School-Wide Progressive Discipline Policy:

- 1st Violation = Conference with Student, Warning (before/after class)
- 2nd Violation = Conference with Student, Warning, Call home (before/after class)
- 3rd Violation = Conference with Student, Warning, Call home, Teacher Detention
- 4th Violation = Parent Teacher Conference (online or in person)
- Future Violations – Discipline Referral to The Den (Discipline Office)

School-Wide Tardy Policy:

- 1st – 4th Tardy = Warning/Parentlink Notification
- 5th – 6th Tardy = After School Detention/Parentlink Notification
- 7th Tardy = Request for Parent & Administrative Conference (Virtual)/After School Detention
- 8th Tardy and Above = After School Detention / Parentlink Notification

8. Attendance:

Students who exceed 10 unapproved absences per semester may not receive credit for this course.

Regular and consistent attendance is important for success in this course. Our study of literature will be broad and historical. Much of the lecture and discussion completed in the classroom enhances students' understanding of the literary works and time periods.

9. Assignments/Homework:

Final drafts of essays must be typed in black ink and be composed according to MLA format (8th edition).

Students will be notified when an assignment is to be completed as "partner or group work". In this case, students will be given a task list in order to divide the work and explain how each member will earn his/her grade. In ALL OTHER CASES, students are to complete assignments individually.

10. Absences and Make Up Work:

Obtaining makeup work is the responsibility of the student. All assignments can be found in Canvas. Students have three days after an absence to make contact with the teacher regarding work that was assigned or tests that were administered on the absent day.

11. Missing Work Policy:

- Missing work will be accepted until the end of each unit (plus one week).
 - Unit Plan timelines will be determined by common course planning.
- Teachers will have the discretion to determine timelines where missing work will be accepted beyond this unit plan timeline. Missing work procedures will be consistent school-wide.
- Points will not be deducted for missing work turned in past the original due date.

12. Reassessments:

Reassessments:

- Reassessments of summative assessments will be accepted until the end of each unit (plus one week).
 - Unit Plan timelines will be determined by common course planning.
- Teachers will have the discretion to determine timelines where reassessment will be completed beyond this unit plan timeline. Summative reassessment procedures will be consistent school-wide.
- Summative reassessments will not be given during the last week of the quarter. Teachers will have the latitude to allow reassessments during this time period, if they choose.
- Students can request and participate in ONE reassessment opportunity per each summative assessment regardless of original grade.
 - After receiving assessment results, students have up to five school days to communicate with their classroom teacher.
 - Students must not be excluded from reassessment due to limited transportation nor commitments outside of school. Student's must be given time during the school day if they cannot attend before or after school.
 - Students must complete a reassessment reflection to develop a plan for new learning.
- An alternate or abbreviated assessment at the same rigor can be administered to elicit evidence of new learning.
- A student's grade should accurately reflect new learning. The higher proficiency level of the student must be reflected in the gradebook.
- Reassessment opportunities will not be offered for final exams/semester exams nor AP end of course exams.

13. Suggested Classroom Supplies:

Highlighters
2 pencils for scantron tests
Dictionary access for assignments
Post-it Notes
Google account

Red pen for editing
Loose-leaf paper
Spiral Notebook
Fine tip colored markers
Required quarterly novels

14. Plagiarism and the Coronado High School Honor Code

Promoting academic integrity is part of our mission at Coronado High School. We strive to provide an environment that promotes fairness and consistency for all students. In addition, integrity facilitates personal responsibility which is another integral goal of our school. In order for this to occur, it is imperative that we have the commitment of the faculty, students, and parents to support and reinforce these concepts. The prevention of academic dishonesty and plagiarism is central in the promotion of integrity and honesty amongst our student body.

The **definition of academic dishonesty** includes but is not limited to:

- *Copying from others
- *Utilizing notes, formulas, electronic devices, etc. without teacher permission
- *Gaining or providing unauthorized access to examination materials
- *Giving or receiving improper assistance

The **definition of plagiarism (also a form of dishonesty)** can be summarized as:

- *Copying someone else's work word-for-word without giving the author proper credit
- *Paraphrasing someone else's work without giving the author credit
- *Presenting someone else's ideas as your own without giving the author credit

The **consequences for academic dishonesty (including plagiarism)** at Coronado High School as follows:

Coronado High School expects all students to submit original coursework. Students who cheat, copy, or otherwise plagiarize (fail to cite source material) will receive an unsatisfactory citizenship mark, and be expected to resubmit original work for a passing grade. Students who choose not to resubmit original work will receive a 50% F for the assignment in Infinite Campus.

15. Parent / Teacher Contact:

Making this class a successful and educational experience is our highest priority. If at any time a student has questions or needs extra help, he or she is encouraged to contact us, and we will do our best to accommodate his or her needs. If at any time parents or guardians have questions or concerns, they are encouraged to send an email, as it is the quickest and most effective way to reach us. We will respond within 24 hours of receiving the message. Working as a team, we know that we can make this class a valuable educational experience.

The teachers, administrators, and faculty of Coronado High School care deeply about each and every one of our students. We understand that at times the culmination of academics, athletics, and after school activities can be challenging or even overwhelming. It is our hope to ensure that both academic/social progress AND student mental health and well-being are top considerations in all we do at Coronado. Accordingly, if you have any concerns regarding your student's progress or emotional well-being, please call our school at 702-799-6800 so we can work with your family to find resolution and create the optimal learning environment for both achievement and happiness. This is a goal we strive for every day.

Course Expectations Acceptance Statement

Please click on [this link](#) to acknowledge receipt and understanding of the English 9 Honors course expectations.
