

Mr. Allan Stevens (he/him/his)

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(leave a voice message or send text messages in English or Spanish)

Room 255

Period 3



English 9B Honors

Course Syllabus

Spring 2026

Course Description

Students in English 9B Honors do similar work to the students in English 9B, but with more complexity and higher expectations. They spend the first half of the spring semester drawing on their learning from English 9A Honors in order to read, think, speak, and write meaningfully about themes in Harper Lee's 1960 novel *To Kill a Mockingbird*. In the second half of the semester, the students collaborate in "acting companies" to select, rehearse, perform, and reflect on a scene from William Shakespeare's play *The Tragedy of Romeo and Juliet*.

HPHS Schoolwide Expectations

- We are SAFE.
- We are RESPONSIBLE.
- We are RESPECTFUL.
- We are RESTORATIVE.

Class Behavior Expectations

- Engage in learning from the start to the end of the period.
- Contribute to building a community of scholars.
- Kindly, respectfully, and courageously express ideas, including differences of opinion or perspective, using classroom-appropriate language.
- Adhere to district, school, and classroom policies.
- Treat every member of the class and every visitor with courtesy and dignity.

Academic Expectation

Come to class prepared to learn, and behave like a scholar throughout the period.

Classroom Community

I work hard to maintain a classroom environment in which every student feels welcome, respected, and capable of growth. I prefer to use positive behavior support rather than punitive measures; when there is a problem, I work with the students to find a solution. If we cannot, or if the problem persists, then I will ask for assistance from other school personnel and reach out to the parents/guardians.

Grading System

This course features [Equitable Grading and Instruction \(EGI\)](#). Roughly once per week, students take assessments to measure their performance against one or more of the ten learning targets listed below, which represent [California's content standards for English Language Arts](#). Students do not receive grades for these assessments; instead, their performance is scored on the four-point EGI rubric. *Whenever students score below 3, I give them feedback so they can know how to improve. They should revise their work in response to the feedback and resubmit it for rescoring.*

<u>Learning Targets</u>	EGI Rubric			Average of all Learning Target Scores	Course Grade	
	1. Reading comprehension	4	Advanced	Exceeds grade-level expectations for the skill	3.2 - 4.0	A
	2. Character analysis	3	Proficient	Meets grade-level expectations for the skill	2.4 - 3.1	B
	3. Linguistic and rhetorical effects				1.6 - 2.3	C
	4. Argument	2	Approaching Proficient	Demonstrates the skill, but below grade-level expectations	0.8 - 1.5	D
5. Information/explanation	0.0 - 0.7				F	
6. Narration	1				Not Yet Proficient	Requires substantial improvement to reach grade-level expectations for the skill
7. Writing process						
8. Research						
9. Speaking						
10. Language conventions						

Extra credit? No such thing! The only way for students to raise their grades is by raising their learning target scores.

Mandated Reporter

Like all public school employees, I am required by law to report any allegations or suspicions of child abuse, criminal activity, or harassment, including cyberbullying, even for incidents that occur outside of class or off-campus.

Identity and Pronouns

My classroom is a space where people should feel safe to be their authentic selves. If you have a preferred name or a preference for your pronouns, please be sure to let me know. My pronouns are he, him, and his.