



English 12 Academic Plan

PROUD to be Crimson Bears; preparing lifelong learners in a challenging and inclusive environment. **Personalized, Resilient, Optimistic, Unified, Diverse.**

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Course Description:

The 12th Grade English curriculum stems from the College Board Standards for College Success and the Common Core National Standards. In addition it aligns with the Alaska Common Core Standards. The Springboard English class continues to build student’s skills in critical thinking, reading, writing, speaking, listening, and collaborative strategies. The focus of the 12th grade SpringBoard English is to examine and explore a variety of authors through nonfiction, fiction, drama, and poetry.

As we begin this class, your role as a student is to dedicate yourself to developing your analytical thinking ability and strengthening your writing skills. You already have some areas of strength as a reader and writer, and your aim is to continue to strengthen those skills. As your teacher, my role is to facilitate this. I will tailor this class as much as possible to your individual needs, to help each of you grow in the areas you most need. Please don’t hesitate to email me if you are feeling lost, or need some additional feedback and advice from me.

Instructional Texts:

SpringBoard English Language Arts: 12th Grade

Please note: In some instances, textbooks and books are issued through the JDHS Library textbook management system. If a textbook or book is checked out through the JDHS Library, it must be returned in the same condition at the end of the course or unit of study. Failure to return a book or damage to a book may result in a monetary fine based on the value of the textbook and restricted access to PowerSchool.

Required Texts and Materials for class:

All novels and texts are available from the Juneau-Douglas HS library. Novels will be selected from but are not limited to the following:

- SpringBoard English Language Arts: 12th Grade
- Perrine's Sound and Sense: An Introduction to Poetry, Thomas R. Arp
- *Their Eyes Were Watching God*, Hurston
- *Macbeth*, Shakespeare
- *Fences*- Wilson
- *12 Angry Men*, Rose
- *The Metamorphosis*, Kafka
- *The Arrival*, Tan
- *Maus*, Spiegelman
- *Frankenstein*, Shelley
- *How to Read Literature like a Professor*, Foster
- *Project Hail Mary*, Weir
- *The Nickel Boys*, Whitehead
- *1984*, Orwell
- *Kite Runner*, Hosseini
- *Monster*, Myers
- *How the García Girls Lost Their Accents*, Alvarez
- *Counting Descent*, Smith
- Poetry -- as selected
- Short Stories and Essays --As Selected
- Selected novels from the reading list

Availability and time may impact what we can read this year.

Learning Management System: The Juneau School District has shifted to the use of Canvas as a system-wide learning management system. This learning management system is designed to support students and families with a simpler and more connected learning experience. It will be one-stop shopping for all of our course assignments, announcements and other relevant information.

Goals/Objectives of Class:

- To carefully read and critically analyze imaginative literature.
- To understand the way writers use language to provide meaning and pleasure.
- To consider a work's style and themes as well as elements such as the use of figurative language, character, setting, structure, narration, and literary argumentation.
- To study representative works from various genres and periods
- To understand a work's complexity, to absorb the richness of meaning, and to analyze how meaning is embodied in literary form.
- To consider the social and historical values a work reflects and embodies.
- To write, focusing on critical analysis of literature including expository, analytical, and argumentative essays as well as creative writing to sharpen understanding of writer's accomplishments and deepen appreciation of literary artistry.

- To become aware of, through speaking, listening, reading, and, chiefly, writing the resources of language for example connotation, metaphor, irony, syntax, and tone.

Standards:

This course will be taught to district standards and district curriculum. The Juneau School District curricular information may be reviewed using the Juneau School District website under the *District – Teaching and Learning Support – Curriculum* menu item:

<http://www.juneauschools.org>. The NEW Alaska State Standards can be found on the Alaska Department of Education and Early Development Website: <http://www.eed.state.ak.us/standards/>.

Grading:

Grading will follow the policy adopted by the Juneau School District Board of Education (Board Policy # 6146.7R). As per board policy, semester grades represent the cumulative progress of students.

This class uses a total points accumulated grading system in PowerSchool. The grades will be based on total points earned in relation to total points possible for any given assignment. Letter grades come from School Board Policy which assigns as follows:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 60%

"INC" = Incomplete

Grades are weighted in the following manner: 60% assessments (writing, projects, tests, etc...) and 40% classwork (reading, discussions, short assignments, etc...).

PowerSchool is our system used to display grades and work progress. We are committed to updating student records weekly at a minimum, recognizing the importance of a live-time feedback system for parents and students. Please ensure that you AND your student have access information to use this system in partnership with us.

Late/Make-up Work Policy and Procedures:

If you are absent, I will follow the school board policy and you will receive a day for each day you are absent. It is your responsibility to speak with me to get your work and schedule a time to make up any timed writes. If you have unexcused absences you will need to speak with me individually about the possibility to make-up missed work. If you need an extension on a due

date, speak with me prior to the due date. As seniors, many of you will be able to start excusing yourselves from school, don't consider this a legitimate absence from class. If you will only be missing my class or one other for an appointment, please speak to me in advance.

- Students will not be able to make revisions for credit on any assignment that is late.
- If a student is absent from school, it is their responsibility to read the class website where their assignments and any documents needed will be housed.
- Any assignment submitted over 14 days late from the original due date will only have the ability to earn half credit.

Resources/Extra Help:

- I will make every effort to respond to e-mail or phone messages within one school day. I will do my best to make students aware of my daily schedule and to provide extra assistance when needed (see office hours above). Students and parents are encouraged to make appointments ahead of time. Students may also receive extra help through the JDHS Learning Center located in the school library, and with a virtual schedule option via email.

BEHAVIOR EXPECTATIONS IN PERSON (AND ONLINE IF NECESSARY):

As members of a learning community we are all expected to:

1. Support one another in active learning, collaborating with kindness and a spirit of generosity.
2. Use the chat feature and our mics to communicate ideas that are relevant to the topics discussed, being mindful of airtime and allowing everyone opportunities to share. If we have questions not immediately relevant, we will message the teacher directly.
3. Contribute actively and remain as present as possible.
4. Consider this your job and come to class in a professional manner. Consider the following as if you are at a job - timeliness, phones, clothing, location, attention, language, and response to others.
5. Behaving in less than a respectful/professional manner may result in a conversation with the teacher, call home, removal from class, and/or conversation with administration. Working in an online environment will and needs to look different than in-person education.

Please note: Students are expected to adhere to JDHS policies, as outlined in the Student Handbook, at all times. Classroom policies may include more specific requirements, but they cannot be relaxed beyond the minimums set forth in the Student Handbook.

Writing Expectations:

As this is a literature and composition course, you are expected on every assignment that involves writing and rewriting to practice your best composition skills. Composition assignments will include; statements, paragraphs, timed writes (essay tests), and formal essays (personal, expository, and argumentative). No matter the kind of writing assigned, your best composition skills should be practiced. Any work that has clearly not been edited will be returned with no grade assigned and marked as late.

1. Discussions about an aspect of a work of literature will be done orally and written. In both response forms, you are expected to have clear support/evidence.
2. All assignments for essays will include a specific grading rubric. We will go over the rubrics prior to submitting papers and review expectations for the particular essay. Please consult each rubric carefully before submitting your work. You will be expected to revise larger papers and literary analysis after you receive feedback.
3. Timed writes (in ink) and feedback.
4. Grammar and usage: Depending upon class needs there may be mini-lessons throughout the course dealing with complex grammar and usage issues, sentence constructions, and diction.
5. To improve your writing, I may require that you revise all or part of your writing. I will provide feedback. If needed, you can set up a time to meet with me to further clarify. A grade will only be changed if significant revisions are completed on the piece of writing. Remember revisions are NOT editing. Revisions are significant and may include: organization, re-writing, word-choice, structure, and sentence fluency. Editing included simple corrections such as spelling, punctuation, and grammar.

Big Ideas and Course Skills

<p>Big Idea: Character Course Skills</p> <ul style="list-style-type: none"> ● Character’s perspective, motive ● Change, development, ● Contrasts between characters ● Complexity 	<p>Big Idea: Narration Course Skills</p> <ul style="list-style-type: none"> ● Function of point-of-view ● Details that reveal the narrator/speaker’s perspective ● Narrator/speaker’s reliability ● Complexity
<p>Big Idea: Setting Course Skills</p> <ul style="list-style-type: none"> ● Details that reveal setting ● Function of the setting ● Shifts of setting ● Character’s relationship with the setting ● Complexity 	<p>Big Idea: Figurative Language Course Skills</p> <ul style="list-style-type: none"> ● Metaphor ● Simile ● Symbol ● Allusion ● Diction/word choice ● Imagery ● Tone

<p>Big Idea: Structure</p> <p>Course Skills</p> <ul style="list-style-type: none"> ● Function of structure, ● Sequence of events, shifts ● Contrasts within the text ● Conflict ● Complexity 	<ul style="list-style-type: none"> ● Irony ● Complexity <p>Big Idea: Literary Argumentation</p> <p>Course Skills</p> <ul style="list-style-type: none"> ● Establish claim and defensible thesis ● Use of evidence and support ● Develop commentary ● Control over the elements of composition ● Complexity
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Consequences of Misbehavior:

1. A warning will be given.
2. The teacher will conference with the student.
3. 30 minutes of enrichment or lunch detention will be assigned to discuss the problem with the student.
4. The parent will be contacted.
5. The student will be referred to an administrator and/or removed from the class.

Please note: Any action that endangers others, seriously interferes with the learning process, or is significantly disrespectful to staff or students may result in immediate removal from the classroom and/or direct referral to an administrator, thus by-passing above consequences.

ACADEMIC DISHONESTY— (From the JDHS Student Handbook):

Academic dishonesty or "cheating" does not allow for any type of true analysis and is not tolerated. Cheating includes, but is not limited to:

1. Procuring, possessing, using, or distributing test, quizzes, answer keys, teacher manuals or teacher textbooks, and similar materials;
2. Any attempt to tamper with or alter a teacher's record or grades;
3. Representing the work of others as one's own work, whether the materials are plagiarized from another student, a published work or some other source, such as an Internet site.
4. Making use of notes or other memory aids during testing, except for those notes a teacher specifically authorizes for student use during a particular test or quiz, and;
5. Obtaining or offering unauthorized information regarding tests or assignments.

The **academic penalty** for all parties involved in cheating is a zero or failing grade for any copied or plagiarized assignment, exam, or quiz. Students will not be allowed to make-up the work.

Also, the **disciplinary penalty** for cheating may include an office referral for disciplinary action. Possession and/or unauthorized distribution of materials or altering a teacher's records call for

severe disciplinary consequences. **Repeat offenses could result in loss of credit for an entire course.**

Electronic Devices: Electronic Devices (specific to in-person schooling):

Cell phones, iPods, CD players, and other electronic devices are to be turned off and out of sight during class unless the teacher has given specific permission for their use. If an item is confiscated for violation of class rules, it may be retrieved from the teacher on the first offense. For subsequent offenses, the item will be turned over to an administrator for retrieval.

The school district uses Bark for Schools, a third-party service that monitors Juneau School District Google Suite accounts for online safety compliance. This system is used to detect cyber-bullying, threats of violence, predatory advances, sexual content and suicidal ideation. There is an option for parents to create a parent/family account so that you are notified of concerning content in concert with the school administrator.

Field Trips:

By signing this Academic Discipline Plan, this student may participate in adult-supervised field trips within walking distance of the school.

PLEASE NOTE THAT EACH ACADEMIC/DISCIPLINE PLAN REQUIRES A SIGNATURE TO BE RETURNED TO EACH TEACHER. SIGNATURES ARE BEING COLLECTED WITH A GOOGLE FORM. A PAPER SIGNATURE FORM CAN BE PROVIDED UPON REQUEST.

English 12 Parent Signature form [HERE](#)

English 12 Student Signature form [HERE](#)

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