Ms. Perry- ELD 12 Syllabus

Grading

Each assignment will be given a specific point value:

- Weekly grade based on participation in class, completion of discussion questions, exit tickets, and additional activities (worth 50 points)
    - Participation: 5 points/ day
    - Discussion questions: 5 points
    - Exit tickets: 10 points (2 points/ day)
    - Additional activities and progress checks: 10 points
- Assessments, Essays, and Unit Tests will be worth 50-100 points.
    - mid unit (worth 50 points) and end of unit (worth 100 points)
    - The final exam for this class will be on December 17, 2026.

No assignment categories are weighted. All points are added together, and your final grade is based on the percentage of total points earned. To determine the grade, simply divide the number of points earned by the number of points possible. The result will be your percentage out of 100. You will be able to view your grades and average at any time using the online grade program, Skyward.

The current grading scale is as follows: A (90-100); B (80-89); C (70-79); D (60-69); and F (Below 60).

Late work policy for the LCHS English department:

- No late work will be accepted after the end of an end-of-unit assessment (the close of the unit).
- Assessments: Full credit until the Friday following the assessment.
    - 10% credit lost for each week it is late beyond a week from the due date, until the next assessment.
        - Example: Malcolm X EOU due 9/30. Full credit until 10/2, 90% until 10/9, 80% until 10/16, etc

Canvas/Access to instructional materials:

Parents are encouraged to join Canvas through the Canvas Parent App if they would like access to instructional materials. Directions for creating an account can be found here. Skyward is our primary gradebook and is considered to be the official grading system for all courses at Lenoir City High School. We encourage all families to use their Skyward Parent Access accounts for current attendance and grading information.

Cell Phone Policy (copied directly from Student Handbook)

Under the new Tennessee state law (effective July 1, 2025), "to prohibit students from using wireless communication devices during instructional time," the following procedures will be implemented:

- Students are not permitted to use cell phones, earbuds/headphones, smart watches or any personal communication device during instructional time.
- Under teacher direction, cell phones will be placed in a lock box in an area specified by the teacher, in the “off” mode at the beginning of the class. Students will be assigned a number within the lock box.
- The taking of photos or the recording of videos of teachers in the classroom is strictly prohibited.
- Use of external speakers is prohibited.

Tardy Policy
Please see the Tardy Policy from student handbook for more information.

Google Translate Policy
Do: Use Google Translate as a tool to translate a word or short phrase when you are unable to figure out its meaning from context clues.
Don't: Use Google Translate to copy and paste sentences and large sections of text. This keeps your brain from doing the work that is necessary to acquire new language.

AI Usage Policy
Purpose: This classroom policy aims to establish guidelines for the responsible and ethical use of AI programs, including ChatGPT, in our learning environment. The use of AI programs can enhance our educational experience when used appropriately and with prior teacher approval. However, if used incorrectly, the use of ChatGPT and other tools can severely limit the potential learning goals for students.
Guidelines:
1. Prior Teacher Approval: All usage of AI programs in this class **requires prior approval from the teacher.** Before incorporating any AI tool into an assignment or activity, you must discuss your intent with the teacher.
2. Responsible Use: AI programs should complement learning, not replace it. Use AI as a tool to assist your understanding and creativity, but do not rely on it exclusively for assignments.
3. Originality and Attribution: All work generated with the assistance of AI programs must be original. Plagiarism, even if AI-generated, is not acceptable. Properly attribute AI-generated content if it is used in your assignments.
4. Academic Integrity: Maintain academic integrity in all AI-assisted work. Any violation of academic honesty will be subject to appropriate consequences.
5. Privacy and Data Security: Respect the privacy and data security of yourself and others when using AI programs. Do not share sensitive information or engage in any unethical activities.
6. Assistance, Not Substitution: AI programs are tools for assistance. They are not a substitute for your own critical thinking and understanding of the subject matter.
7. Verbal Review: Any assessment and/or assignment is subject to a verbal review with the teacher. Be prepared to explain and discuss the content of your work, without the contributions or assistance of AI. If you can not adequately represent your work, it will be assumed Ai was utilized as a replacement for your learning, and the consequences will be subject to the teacher's discretion.

Curriculum
The ELD 12 curriculum serves to develop students' functional academic English skills in accordance with ELPA21 language development standards and 12th grade ELA standards. Students will explore grade-level texts using appropriate language strategies. They will build knowledge, analyze ideas, delineate arguments, and develop communication skills in the four domains of listening, speaking, reading, and writing.

Module 1

This module provides an outline of the structure of the course throughout the semester. Students will read, discuss, and analyze authentic literary and nonfiction texts focusing on how authors relate textual elements, such

as plot, character, and central ideas, within a text. Module 1 establishes key protocols and routines for reading, writing, and discussion that will continue throughout the year.

Unit 1: Civil Rights Background
Students will read a nonfiction text building their background knowledge on the civil rights movement. They will analyze themes and motives, engaging with the historical content via multiple modes of instruction. By the end of the unit, students will be able to extrapolate central ideas from a unified body of paragraphs containing multiple smaller central ideas.

Unit 2: Malcolm X Biography
Students will analyze the biography of Malcolm X in alignment with grade-level content standards. They will work to determine the author's purpose and analyze how the structure, style, and content contribute to the power and beauty of the text. Students will explore the interplay of micro-linguistic skills (word choice) and macro-linguistic skills (author's intent).

Unit 3: "The Ballot or the Bullet"
This unit focuses on a powerful, original speech by Malcolm X during the civil rights movement. Students in the class will analyze the verbiage in the speech in the historical context in which it was spoken. This multifaceted study will challenge students' language and knowledge base as they learn from and engage with a primary source about the struggles of African Americans during the civil rights movement. Students will be assessed on their ability to determine the purpose of the speech, analyze the significance of its words, and make connections between the speech and relevant historical events.

Example of the standards that will be covered in a unit:

Unit 1 12th Grade ELA Standards	Unit 1 ELPA Standards
11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	ELD 1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing ELD 4 construct grade-appropriate oral and written claims and support them with reasoning and evidence ELD 8 determine the meaning of words and phrases in oral presentations and literary and informational text
11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.	ELD 1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing ELD 6 analyze and critique the arguments

	of others orally and in writing ELD 8 determine the meaning of words and phrases in oral presentations and literary and informational text
11-12.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	ELD 1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing ELD 8 determine the meaning of words and phrases in oral presentations and literary and informational text
RI.IKI.9 Analyze and evaluate a variety of thematically related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features	ELD 6 analyze and critique the arguments of others orally and in writing
11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.	ELD 10 Make accurate use of standard English to communicate in grade appropriate speech and writing
11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.	ELD 10 Make accurate use of standard English to communicate in grade appropriate speech and writing
11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.	ELD 8 determine the meaning of words and phrases in oral presentations and literary and informational text
11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.	ELD 2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	ELD 7 adapt language choices to purpose, task, and audience when speaking and writing ELD 9 create clear and coherent grade-appropriate speech and text ELD 10 Make accurate use of standard English to communicate in grade appropriate speech and writing
11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or	ELD 4 construct grade-appropriate oral and

research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.	written claims and support them with reasoning and evidence ELD 5 conduct research and evaluate and communicate findings to answer questions or solve problems
11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	ELD 2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions ELD 3 speak and write about grade-appropriate complex literary and informational text and topics ELD 7 adapt language choices to purpose, task, and audience when speaking and writing ELD 9 create clear and coherent grade-appropriate speech and text ELD 10 Make accurate use of standard English to communicate in grade appropriate speech and writing
11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented. e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. g. Establish and maintain a formal style and objective tone.	ELD 3 speak and write about grade-appropriate complex literary and informational text and topics ELD 9 create clear and coherent grade-appropriate speech and text ELD 10 Make accurate use of standard English to communicate in grade appropriate speech and writing
11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters. b. Sequence events so that they build on one another to create a coherent whole and	ELD 3 speak and write about grade-appropriate complex literary and informational text and topics ELD 9 create clear and coherent grade-appropriate speech and text

build toward a particular tone and outcome. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. g. Use appropriate language and techniques, such as metaphor, simile, and analogy. h. Establish and maintain an appropriate style and tone.	ELD 10 Make accurate use of standard English to communicate in grade appropriate speech and writing
11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	ELD 7 adapt language choices to purpose, task, and audience when speaking and writing ELD 9 create clear and coherent grade-appropriate speech and text ELD 10 Make accurate use of standard English to communicate in grade appropriate speech and writing
11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.)	ELD 2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions ELD 9 create clear and coherent grade-appropriate speech and text ELD 10 Make accurate use of standard English to communicate in grade appropriate speech and writing

I have read the syllabus, and I understand the guidelines and expectations for this class.

Name _____