



Academy of Health and Medical Sciences

Advanced English 3,4 – Grade 10

Course Syllabus, Academic Year: Q1/Q2 - 2024

Instructor: Dana Klein: English Teacher TBD: Education Specialist	E-mail: dyoung2@sandi.net	Website: Period #3 Google Classroom Join Code: 4qirp2z Period #4 Google Classroom Join Code: 4juvlj5
Room: 110	Phone: (619) 605 - 2600 x 3110	Tutoring: Lunch and after school by appointment
Prep Period: 1	Prerequisites for this course: English 1,2	

I. Course Overview

Course Description:

College Preparatory Course (P). This course meets the University of California's b (English) subject-area requirement. This course emphasizes the critical analysis of complex expository and narrative texts. Each standards-based unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others' ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences. The course meets the requirements for the Diploma with Academic Distinction.

Objectives & Student Outcomes: This class will concentrate on a variety of reading and writing strategies so students will improve their reading and writing skills. Some activities will include: independent reading, vocabulary building, word attack skills, shared and guided reading and writing, working in Reader Response and Writer Response Groups, study skills, communication and speaking skills, and will cover the 9-10 grade Common Core Content Standards for ELA.

Conferencing: You will be held responsible for your Independent Reading and Writing through one on one conferencing with the teacher. You will receive credit for each conference.

Writing: You may be assigned to a group where you will be required to assess one another's reading and writing responses and offer critical analysis and support for ways to improve your reading and writing skills.

Timed Writing and Practice Tests: You will be practicing skills necessary for many timed writing and reading tests in order to prepare for the 11th grade and AP English Language and Composition Exam.

Teaching Methods for Reading: Students are expected to read a wide variety of genres and authors. Students will demonstrate this by completing various critical thinking and writing activities and projects about what

they have studied. Students will also participate in individual and group reading talks with the teacher and the class. In addition to the 2 class books, supplemental reading material in various genres will be used frequently for in class reading and homework assignments.

Teaching Methods for Writing: Students will be writing on a daily basis, and we will be following the school-wide focus on writing across the curriculum. We will focus on the writing process, prewriting, drafting, revising, editing, and publishing with the following genres of writing: narrative, argument, responses to literature, poetry/figurative language, autobiographical/biographical writing, and different forms of expository writing such as: various length reports, the précis, and synthesis writing. Our writing will reflect the Common Core Standards for English Language Arts.

Teaching Methods for Speaking and Listening:

- Participating in one to one conferences with the teacher “Conferring”
- Participating in group discussions – 4 Corners
- Participating in Socratic Seminar/Philosophical Chairs discussions
- Preparing and delivering individual presentations
- Critiquing other works of literature and speeches
- Think/Pair/Share

Texts

For this course, we will be using multiple primary and secondary sources and the following text which are provided by our district/school:

Selected Core Class Text:

1. *Night* by Elie Wiesel,
2. *The Immortal Life of Henrietta Lacks* by Rebecca Skloot
3. [10th Grade Secondary Literacy Curriculum Options Website](#)

Recommended Materials

The following materials will help students be successful in this class. You should have the following items with you at all times: pens, pencils, paper, your 3-ring binder, an organizer/planner for you to record your assignments, your computer, and a positive attitude. ☺ **Failure to bring these materials on a daily basis will result in a lowered citizenship grade.**

Course Outline: See this link for the San Diego Unified School District’s example of possible themes, units and activities and assignments:

<https://sites.google.com/sandi.net/sdusd-high-school-literacy/curriculum/10th-grade-sdusd-gvc>

II. Grading Policies

Grade Breakdown & Grade Scale

Grades are determined by a percentage of the accumulated points. The approximate percentage breakdown of assignments: Homework/Classwork-20%, Quizzes/Tests-20%, Presentations/Projects-40%, Writing-20%. Every assignment will be worth a certain number of points and weighted accordingly.

2023-2024 Model of Grade Conversion Scale

A > 85%	mastery of <u>all</u> standards, <u>some</u> advanced
B > 70%	mastery of <u>most</u> standards
C > 55 %	<u>partial</u> mastery of standards
D > 40 %	<u>little</u> mastery of standards
F < 39%	mastery <u>not shown</u>

****Academic Honesty (from CHS Handbook):** Doing one's own work is essential to the academic and personal integrity of each student. To falsely take credit for work that belongs to another student or source is not acceptable behavior.

Plagiarism is the copying of another student's work and/or the copying of material from another source (i.e., Internet or published) and taking personal credit for it.

Cheating is taking an examination/quiz in a dishonest way, as by having improper access to answers. Use of a cell phone in class/during a test is deemed to be cheating.

On the FIRST offense all of the following MAY occur:

1. A grade of "0" on the assignment or test with no make-up opportunity.
2. A citizenship grade of "U" ("Unsatisfactory") for the grading period.
3. Parent notification by the teacher.
4. Referral to counselor for intervention.

On SUBSEQUENT offenses all of the following MAY occur:

1. A grade of "0" on the assignment or test with no make-up opportunity.
2. A citizenship grade of "U" ("Unsatisfactory") for the grading period.
3. Failing the course for the grading period. If the offense occurs during the final grading period of the semester, the student may receive an "F" for the semester grade.
4. Referral to the vice principal with disciplinary consequences that may include in-school suspension (if available), Saturday School, out-of-school suspension, or removal from the class.
5. Parent, student, teacher, and vice principal conference.

Both the student providing the material/test answers and the student receiving the information are equally guilty and subject to equal consequences.

Homework/Absent/Late Work: *Late work will be marked down one grade for every day it is late.* If you are present, you are expected to do the work. Don't procrastinate; get it done. Excused Absences/Make-Up Work: If you have an excused absence such as illness, family emergency or a religious holiday, you have as many days as you were absent to make up your work. If you miss 3 days, you have the next 3 days starting from the day you return to make up your work. Every student is responsible for getting their missed work and assignments from the teacher and or a study buddy in the class. Make up work includes class work as well as homework. All homework assignments will be due the next day unless otherwise specified in class. **There is no extra credit.** For most assignments, late work is accepted at half-credit until the end of a unit or within a designated time frame. Conditions for late work may change based on the type of assignment and subject matter.

****Absences and Make-Up Work (from CHS Handbook):** Students are responsible for making up missed assignments after being absent. It is the student's responsibility to inquire about missed homework/assignments.

He/she should meet with the teacher once returning from the absence or send an email to the teacher to inquire about missed work. For every day a student has an EXCUSED absence, he/she will be allotted one extra day to turn the assignments in. Work missed during a confirmed truancy or unexcused/unverified absence may not be made up.

III. Academy of Health and Medical Sciences Expectations:

Academy Mission & Vision

The mission of the Academy of Health and Medical Sciences is to prepare students for health and medical careers through rigorous, specialized curriculum, including authentic, collaborative projects and community partnerships. Students will experience career options in this field through job shadows, internships and civic engagement activities.

Students of the Academy of Health and Medical Sciences will be responsible, empathetic adults who improve the health of their communities and its citizens, and succeed in academic, career and life challenges.

Academy Staff:

- Jim Fletcher - History
- Dana Klein - English
- Alfie Nowak - Sports Medicine
- Rob McKay - Principles of Biomedical Sciences, Human Body Systems, Medical Interventions
- Simone Zavala Nolet - History, AVID, Psychology

Academy Student Learner Outcomes:

- Model Citizens: Students will demonstrate citizenship by using empathy and compassion to improve the well-being of the community and its citizens.
- Critical Thinkers: Students will demonstrate critical thinking by creating solutions to complex health and medical science issues.
- Active Communicators: Students will demonstrate active communication by sharing the accomplishments and solutions to the community at large.
- Creative Learners: Students will demonstrate the ability to effectively access, analyze, and synthesize relevant information for a variety of purposes.

Citizenship and Behavior: In this academy, students are expected to follow these guidelines:

1. Respect each other and the classroom.
2. Take action to create a positive class environment.
3. Invest in yourself.

If these guidelines are not followed, consequences may include individual conferences, phone calls home, detentions, family & counselor conferences, and referrals to the office. Please refer to the CHS student handbook for behavior and discipline policies.

Teamwork: Teamwork is a critical life-skill in college and the workforce, and is therefore an essential element of this class. Team projects often require work outside the classroom (team planning, field trips, interviews, etc.). Absences affect the whole team, and therefore may negatively impact project grades. While in teams, students are expected to:

- Work on projects both in and out of class
- Be an active, positive participant in all classes and projects
- Work efficiently, productively, and proactively at all times
- Communicate clearly and respectfully among all team members

Academy students will participate in various interdisciplinary projects that span across English and their CCTE class. Active participation in these projects is essential to a student's overall success in each class.

Tardies: Students are considered present when they are in their designated rooms at the time of the bell. Tardies will have to be cleared via policies listed in the CHS Student/Parent Handbook. Excused tardies must be accompanied with a note or a pass from previous teachers. It is a student's responsibility to clear their tardies and ensure accurate attendance.

Academy teachers enforce the Clairemont High Tardy Policy which states:

- Four or more tardies causes a student to be put on the CHS LOP List
- Students must clear tardies by: (1) attending CHS IRT (Instructional Recovery Time), to clear 1-2 tardies per hour or (2) attending Core Academy on Saturdays: 16 tardies, and/or 1 full day's absence.
- Cumulative tardies in one class in a 6-week period will directly affect student citizenship:
 - 0 - 1 tardies = E or M Citizenship
 - 2 - 3 tardies = no higher than I
 - 4 + tardies = no higher than U (if not cleared)

PowerSchool (from CHS Handbook): The Parent/Student Portal provides parents and students access to their grades, attendance, assignments, and more. We encourage ALL parents to sign up for Parent Portal in order to stay informed about their child's academic progress and attendance. Students and Parents who already have an account can access the Parent Portal at <https://powerschool.sandi.net/public/>

Classroom Technology: Students need to bring their School District issued laptop daily. Following CHS policy, students may lose privileges to classroom technology if they misuse the technology provided (including software), and families may be liable for any damages to the technology due to student mismanagement.

Use of Personal Electronics in Class: Students will have an assigned holding place in a safe spot in the classroom. Their cell phone and air pods will be placed in their assigned number for the duration of the period, unless otherwise stated by the teacher. **All family phone calls must be routed through the main office** and teachers are not responsible for lost, damaged, or stolen property as electronic devices are not to be accessible during instructional time. Consequences for violations of the electronics and cell-phone policy include:

First offense- Verbal or written warning and documentation by teacher.

Second offense- Confiscation of device until the end of the class period and parent contact.

Third offense- Confiscation of device, to be turned in to the office for pick-up and further consequences as directed by the assistant-principals.

Syllabus Acknowledgement
Academy of Health and Medical Sciences
Advanced English 3,4
Klein

Please print-out this last page and sign and return to Mrs. Klein

Parent/ Guardian

Parent or guardian, please fill in and sign the statement below and give it to your student to turn in for credit.

I, the parent/ guardian of _____ have read and understood the Academy of Health and Medical Sciences English 3,4 Syllabus including the course outline, expectations, policies, and grading system. I understand that I can contact Mrs. Klein at dyoung2@sandi.net if I have any concerns or questions.

Parent/Guardian Full Name: _____

Student Name: _____

Parent/Guardian Phone + Best Time to Call: _____

Parent/Guardian E-mail: _____

I, the parent/ guardian of _____ have read and understood Mrs. Klein's Syllabus including the course outline, expectations, policies, and grading system. I understand that I can contact Mrs. Klein at dyoung2@sandi.net if I have any concerns or questions.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Detach this for your records - this is our class website for daily lessons and homework:

10th grade Google Classroom Join Codes:

E-mail:

dyoung2@sandi.net

Website:

Period #3 Google Classroom Join

Code: **4qirp2z**

Period #4 Google Classroom Join

Code: **4juvlj5**

Recommended Supplies to contribute to the classroom:

- ***anti-bacterial hand sanitizer***
- ***tissues/kleenex***
- ***Clorox wipes for tables and shared laptop computers***
- ***reams of white copy paper***
- ***college-ruled 3-ring binder paper***