

# Barry Goldwater High School, A+ School of Excellence

## 2020-2021 Course Syllabus for ELA 1-2

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### GRADING AND FEEDBACK

At Barry Goldwater High School, we believe that a strong work ethic driven by the goal of continuous improvement is essential for student success both in high school and the student's future. **Each piece of work is crucial as it provides an opportunity for feedback on improvement and also for growth in the student's education. All coursework, both summative (assessments) and formative (practice), is of value and influences a teacher's understanding of your student's learning and growth.** In order to ensure that teachers provide feedback based on student learning, BGHS uses levels of achievement based upon a student demonstrating what they know and can do relative to the Arizona Career & College Readiness ELA Standards.

Final course marks ("grades" in a traditional system) are determined by the teachers' professional analysis of your student's most recent and consistent evidence of levels of achievement against those standards based on prescribed exit outcome levels, not by mathematical calculations such as averaging or curving the grade. Valuable feedback on student work may be provided through use of rubrics, on paper, or verbally during instructional time. Quality feedback is clear and timely to provide support for student learning and growth. BGHS teachers are trained in analyzing student products against standards and in obtaining evidence of learning using a variety of instructional methods. Please do not hesitate to inquire how levels of achievement for your student are determined by contacting the teacher.

### SUPPLIES LIST

- School provided Chromebook, fully charged
- Student Planner – Use app on chromebook or a paper version
- 3-ring binder or folders with pockets for holding handouts (for each class)
- Loose leaf college ruled paper
- Highlighter
- Writing Utensils (blue or black ink or pencil are preferred)

## COURSE OUTLINE of Units and Expected Time Frames\*

Fall Semester ELA 1-2			
Unit Title and Likely Texts	Essential Standards	Department and District Assessments	Expected Timeframe
<p><b>The Stories We Tell</b></p> <p><i>Texts:</i></p> <p><i>Short Stories from CommonLit.org</i></p> <p><i><u>The Bean Trees</u> by Barbara Kingsolver</i></p>	<p>RL 2: Provide an <b>Objective Summary</b>.</p> <p>RL 2: Determine and Analyze the Development of a <b>Theme</b>.</p> <p>RL 3: Analyze How <b>Complex Characters</b> Develop.</p> <p>RL 6: Analyze How <b>Points of View</b> Are Reflected in a Work of Literature.</p> <p>W 3: Write a <b>Narrative</b> Text.</p>	<ul style="list-style-type: none"> <li>● Reading Inventory</li> <li>● Comprehensive Inspect Test</li> <li>● Narrative Writing</li> <li>● Q1 Inspect Test</li> </ul>	<p>Weeks 1-10</p>
<p><b>Investigating Reality</b></p> <p><i>Texts:</i></p> <p><i>Informative Essays and Articles from CommonLit.org</i></p>	<p>RI 2: Determine and Analyze the Development of the <b>Central Idea</b> in a Text.</p> <p>RI 3: Analyze How an Author Constructs an <b>Analysis</b>.</p> <p>RI 5: Analyze How <b>Claims</b> are Developed and Refined.</p> <p>SL 2: Integrate and Evaluate the <b>Credibility</b></p>	<ul style="list-style-type: none"> <li>● Q2 Inspect Test</li> <li>● Informative Writing</li> <li>● Multimedia Presentation</li> </ul>	<p>Weeks 11-18</p>

	<p>of Sources in Diverse Media.</p> <p>SL 5: Make Strategic Use of <b>Digital Media</b> in Presentations.</p> <p>W 2: Write an <b>Informative/ Explanatory</b> Text.</p>		
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**Spring Semester**

Unit Title	Essential Standards	Department and District Assessments	Expected Timeframe
<p><b>The Art of Persuasion</b></p> <p><i>Texts:</i></p> <p><i>Persuasive Articles, Speeches, and Essays from CommonLit and Other Sources.</i></p>	<p>RI 6: Determine <b>Point of View</b> and Analyze Author’s Use of <b>Rhetoric</b>.</p> <p>RI 8: Delineate and Evaluate the <b>Argument</b> and <b>Claims</b> Used in a Text.</p> <p>RI 8: Identify <b>False Statements</b> and Fallacious Reasoning.</p> <p>SL 3: Evaluate a Speaker’s <b>Point of View</b> and Use of <b>Evidence</b> and <b>Reasoning</b>.</p> <p>W 1: Write an <b>Argumentative</b> Text.</p>	<ul style="list-style-type: none"> <li>• Argumentative Writing</li> </ul>	<p>Weeks 1-6</p>

<p><b>A Novel Approach</b></p> <p><i>Text:</i></p> <p><u><i>The Hate U Give</i></u> by <i>Angie Thomas</i></p>	<p>RL 2: Determine the <b>Theme</b> of a Text and Analyze its Development (<b>Novel</b>).</p> <p>RL 6: Analyze a Particular <b>Point of View</b> Reflected in a Work of Literature (<b>Novel</b>).</p> <p>RL 7: Analyze the Representation of a Subject in Two Different <b>Mediums</b>.</p>	<ul style="list-style-type: none"> <li>• Final Comprehensive Inspect Test</li> </ul>	<p>Weeks 1-10</p>
<p><b>Sweet Sorrow</b></p> <p><i>Texts:</i></p> <p><i>“Romeo and Juliet”</i></p> <p><i>Poems from CommonLit.org</i></p>	<p>RL 5: Analyze the <b>Structure</b> of Literary Texts.</p> <p>RL 7: Analyze the Representation of a Key Scene in Two Different <b>Mediums</b>.</p> <p>RL 9: Analyze how an Author Draws Upon and Transforms <b>Source Material</b> in a Specific Work (Shakespeare).</p> <p>RI 1: Cite <b>Textual Evidence</b> to Support Analysis of Explicit Statements and Inferences.</p>	<ul style="list-style-type: none"> <li>• Literary Analysis</li> <li>• Reading Inventory</li> </ul>	<p>Weeks 11-18</p>

+ All titles subject to change at the discretion of the teaching team

## GUARANTEED AND VIABLE CURRICULUM

BGHS students will develop their reading, writing, speaking and listening skills by utilizing analysis, organization, production and language skills in innovative and creative ways. The following rubric demonstrates the skills students will need to gain and demonstrate during the

fall and spring semester to achieve a BGHS/DVUSD letter grade. The skills will be assessed individually and collectively multiple times throughout the semester in order to determine student growth and achievement. Students are encouraged to work toward the highest level of achievement and to challenge themselves to grow and learn to their highest ability. Please check Power Schools, Canvas and/or the BGHS / course website for the Standards, Performance Objectives and Rubrics for grading.

In order to provide better communication of student progress, teachers will be reporting an updated progress task/assignment on these dates. This progress update is only a “snap shot” of where a student is for the purpose of feedback; a final mark or “grade” can only be given at the end of each semester. Students have many opportunities in each class to continue their learning, reassess, and grow. If your student is struggling in a course, we highly encourage communication and support from parents, teachers and counselor.

### REPORTING TIMELINE

Fall Semester “Snapshots,” Progress Report, and End of Semester Mark Reporting Dates <i>(All grades are reported in Power Schools)</i>	Spring Semester “Snapshots,” Progress Report, and End of Semester Mark Reporting Dates <i>(All grades are reported in Power Schools)</i>
August 28 <sup>th</sup> - Snapshot	January 29 <sup>th</sup> - Snapshot
September 18 <sup>th</sup> - Snapshot	February 19 <sup>th</sup> - Snapshot
October 9 <sup>th*</sup> - <b>Progress Report</b>	March 12 <sup>th*</sup> - <b>Progress Report</b>
October 30 <sup>th</sup> - Snapshot	April 9 <sup>th</sup> – Snapshot
November 20 <sup>th</sup> - Snapshot	April 30 <sup>th</sup> - Snapshot
December 18 <sup>th</sup> - Snapshot	May 14 <sup>st</sup> - Snapshot
January 4 <sup>th*</sup> - <b>End of Semester in PowerSchools</b>	May 21 <sup>st</sup> - <b>End of Semester in PowerSchools</b>

Your final mark will be determined by assessment of your proficiency in the standards for the course. Work will be assigned and should be completed in order to gain proficiency in skills and develop a thorough understanding of the concepts. Each piece of work is crucial as it provides opportunity for feedback, improvement and demonstration of growth. **Students that do not**

**develop, practice and demonstrate skills through the assessments (whether they are formative or summative) are not likely to pass this course.**

FINAL GRADE DESCRIPTOR (ALL CONTENT AREAS)	POWERSCHOOL FINAL GRADE	
The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost flawlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student <b>consistently</b> demonstrated originality and insight and always produces <b>work of high quality</b> .	<b>10</b>	<b>A</b>
The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis, and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.	<b>9</b>	<b>A</b>
The student demonstrates a <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis, and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.	<b>8</b>	<b>B</b>
The student demonstrates a <b>good, general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis, and evaluation.	<b>7</b>	<b>C</b>
The student demonstrates a <b>limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrated a limited understanding of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .	<b>6</b>	<b>D</b>
<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, <b>even with support</b> .	<b>5</b>	<b>F</b>
The student demonstrates <b>minimal</b> achievement in terms of the objectives.	<b>5</b>	<b>F</b>

The student demonstrates <b>no evidence</b> of achievement.	<b>5</b>	<b>F</b>
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## CLASSROOM EXPECTATIONS

Be prompt, prepared, respectful, and committed to the class, the instructor, and to one another. In the event that any of us are not prompt, prepared, respectful, and committed, we must take responsibility and make amends while accepting the consequences of our actions.

### What to do immediately upon entering this classroom:

1. Look at the White Board to determine learning goals and find your assigned chair.
2. Turn all electronic devices off and place in backpack or pocket\*
3. Take out your Chromebook and all necessary materials and put backpack away as indicated.
4. Begin bellwork and/or join your team to actively engage in learning.
5. Contribute to the learning and work hard to demonstrate your abilities.

## Consequences of Positive Choices

Increased Learning	Positive feelings	Positive attention
Higher achievement levels	Increased confidence	Positive Peer relationships
More/ higher level skills	Increased success	Positive Relationships with staff
Scholarships, better jobs	Increased respect	Internships and Opportunities

## Consequences of Poor Choices

Tier	Minor Offenses	Major Offenses
1st	Restate expectations, Redirect, Task change, Seat change, Conference	Referral to Administration Consequences issued in line with student handbook

2nd	Buddy Teacher w/reflection, Conference, email communication to parent	
3rd	Phone call home, In person conference w/parent, Thinking center, Detention	
4 <sup>th</sup>	A referral to the administration/office	

## BGHS ELECTRONICS PROCEDURES

At BGHS we know that technology is all around us and can enhance work outcomes. We embrace technology and strive to use it as a powerful learning tool. We provide Chromebooks to our students and strive to integrate technology in our lessons. Because our students have access to Chromebooks and school computers they will not need to use cell phones during class time. **We ask students to not access their phones or music devices, etc. during instructional time.** This is an important part of preparing students for college and career. As they graduate, head to college or start jobs they will need to know how to manage their devices and understand the appropriate time and place for technology use.

BGHS students will use Chromebooks to complete tasks during class. If a student does not comply with this policy and his electronic device is being used or creates a disruption in the classroom, the following steps will be taken.

1<sup>st</sup> Offense: Teacher will request that the student put technology away and that devices are not to be visible or used during class time. \*

2<sup>nd</sup> Offense: Teacher will apply classroom consequences and document the offense.  
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3<sup>rd</sup> Offense: Teacher will send the student with the device to the office where the electronic device will be stored to be picked up at the end of the day.

\*If at any time during this process the student escalated this issue, the student can be referred to administration. *If a student has multiple instances where the office has taken their phone, parent pick up will be required and a conference with the parent may be requested.*

## BGHS OUT OF CLASS PASS

At BGHS teaching and learning time is a priority. When a student is out of class they are often not directly supervised and are missing out on instruction. We limit the number of passes students use in a semester and students are taught to utilize the 5-minute passing periods and the 30-minute lunch hour to check messages, go to the locker, use the restroom or to get a drink. Students are asked to make every effort to be in class from bell to bell. Each classroom uses a sign out log and students must have a pass each time they are out of class. Abuse of passes may need to be handled with a parent contact or a conference with administration.

### CONFIRMATION OF SYLLABUS 2020-2021

I have received the ELA 1-2 Course Syllabus and I am aware that a copy of this, and the course Exit Outcomes are on the school website and on Canvas.

I understand that written materials such as articles, stories and the novels indicated on the syllabus, as well as videos and technology used in the classroom will be used to support the teaching of the state standards.

\*Novel descriptions available at: Amazon.com or GoodReads.com. If there are any questions or concerns, please contact the teacher via email.

I understand the teachers and counselors are available to provide information and support and can be reached by email or I can leave a voicemail message.

**\*A signature indicates that you have reviewed the syllabi in this class and indicated if further communication is necessary. A lack of a signature does not indicate that your student will not participate in the curriculum.**

My child's name is:

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Parent Signature

Printed Name

Date

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Student Signature

Printed Name

Date

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