

***Barry Goldwater High School, A+ School of Excellence***  
***2023-2024 School Year***



**Teacher Name: Ronda McWhortor**  
**Name of Course: ELA 7-8**  
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**Cultural Vision:** BGHS is committed to providing continuous opportunities to demonstrate achievement and personal growth in a collaborative student-centered community of diversity and kindness. To this end, we embrace standards-based practices and focus on student learning and growth.

### **Supplies List**

- Chromebook and charging cord provided by the School District
- Pencils and blue/black pens
- Loose leaf notebook paper.
- 1-Inch 3 Ring Binder
- Section Dividers
- Agenda/Calendar – Use the app on Chromebook or a paper version
- Colored highlighters (at least 3 colors) & / or colored pencils

### **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. These skills will be assessed individually and collectively at times throughout the semester in order to determine student growth and achievement. Students are encouraged to work toward the highest achievement level and challenge themselves to grow and learn to their highest ability. There are state standards, district curriculum expectations, and a scope and sequence to ensure students are learning alongside their peers, and at Goldwater, we also focus heavily on critical thinking skills, communication skills, life skills, and habits of mind. Please check Canvas, Power Schools, and/or the BGHS course website for grading Standards, Performance Objectives and Rubrics.

### **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 board to determine learning goals and find your assigned seat.
2. Turn all electronic devices off and remove your headphones-- place out of sight
3. Remove all hats, hoodies, etc
4. Take out your Chromebook and all necessary materials and put your backpack away as indicated.
5. Begin bell work and/or join your team to actively engage in learning.
6. Contribute to the learning and work hard to demonstrate your abilities.

Our expectation is that each student achieves mastery of each concept measured on a summative assessment.

## Course Outline of Units and Expected Time Frames

Fall Semester ELA 7 - Senior Course			
Unit Title & Resources Utilized +	Essential Standards	Department and District Assessments	Expected Timeframe
	<ul style="list-style-type: none"> <li>All will be using RI.1 or RI.2</li> </ul>		
<b>TAKING RISKS</b>  <i>Beowulf</i> from <a href="#">Collections</a> by HMH	<ul style="list-style-type: none"> <li>RL 2: Finding Themes</li> <li>RL 2: Creating Objective Summary</li> <li>RL 3: Complex Characterization</li> <li>RL 6: Point of view</li> <li>W 3: Write a narrative text</li> </ul>	<ul style="list-style-type: none"> <li>Essential Standards Pre-assessment</li> <li>CFAs</li> </ul>	August
<b>ACCEPTING CHANGE</b> <ul style="list-style-type: none"> <li>Various articles from sources such as <a href="#">CommonLit.org</a> and <a href="#">NewsELA, etc.</a></li> <li><a href="#">Essay: 'Marita's Bargain'</a></li> </ul>	<ul style="list-style-type: none"> <li>RL 3: Complex Characterization</li> <li>RL 6: Point of view</li> <li>W 3: Write a narrative text</li> <li>RI 5: Analyzing claims</li> </ul>	<ul style="list-style-type: none"> <li>Interim 1</li> <li>Informative Writing</li> <li>CFA</li> </ul>	September - October
<b>VOICES OF PROTEST</b>  <ul style="list-style-type: none"> <li>Various articles from sources such as <a href="#">CommonLit.org</a> and <a href="#">NewsELA, etc.</a></li> <li><a href="#">*Use Political Cartoons provide from History dept.</a></li> <li>Independent Novel Selections</li> </ul>	<ul style="list-style-type: none"> <li>RI 2: Central idea</li> <li>RI 3: Author structure and style</li> <li>RI 6: Author' Purpose: style/rhetoric and content</li> <li>SL 2: Produce a speech/presentation with multi-media and credible sources</li> <li>SL 3: Evaluate a speaker</li> <li>W 2: Write an Informative/explanatory text</li> </ul>	<ul style="list-style-type: none"> <li>Informative/Explanatory Writing</li> <li>Presentation</li> <li>CFA</li> </ul>	October - December
<b>SENIOR INSTITUTE</b>	<ul style="list-style-type: none"> <li>Analyzing</li> <li>Organizing</li> <li>Production of Text</li> <li>Language</li> <li>Speaking &amp; Listening</li> </ul>	<ul style="list-style-type: none"> <li>Goal Setting &amp; Proposal</li> <li>Research &amp; Documentation</li> <li>Project Product</li> <li>Project Exhibit</li> <li>Reflection</li> <li>Final Report</li> </ul>	(All Deadlines Will Be Announced in Class)

Spring Semester ELA 8 - Senior Course			
Unit Title & Resources Utilized +	Essential Standards	Department and District Assessments	Expected Timeframe
<ul style="list-style-type: none"> <li>• <b>THE ART OF RHETORIC</b></li> <li>• <i>Collections</i> by HMH</li> <li>• Various articles from <a href="http://CommonLit.org">CommonLit.org</a> and <a href="http://NewsELA">NewsELA</a></li> </ul>	<ul style="list-style-type: none"> <li>• RI 5: Author's Choice</li> <li>• RI 6: Author PoV</li> <li>• RI 7: Evaluate multiple source</li> <li>• RI 9: Analyze Historical Doc: theme, purpose and rhetorical features</li> <li>• RL 2: Finding Themes</li> <li>• RL 2: Creating Objective Summary</li> <li>• RL 6: PoV</li> <li>• RL 7: Analyze multiple interpretations of texts</li> <li>• W 1: Write an argument</li> <li>• SL 5: Digital media for presentation</li> </ul>	<ul style="list-style-type: none"> <li>• CFA</li> <li>• Argumentative Writing -Compare Scenes (Argue for the better---)</li> </ul>	January & February
<b>VISIONS OF REALITY</b> <i>Hamlet</i> by Shakespeare	<ul style="list-style-type: none"> <li>• RI.1 Cite Textual Evidence</li> <li>• RL 9: Analyzing documents of historical significance</li> <li>• RL 7: Analyze multiple interpretations of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Interim 2</li> </ul>	February & March
<b>DISCOVERING ADVERSITY</b> <i>Fences</i> by August Wilson	<ul style="list-style-type: none"> <li>• RL 5: Structure of literary text</li> <li>• Review RL 7</li> <li>• RL 9: Analyzing documents of historical significance</li> <li>• RI 1: Cite textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>• CFA</li> </ul>	March - May

The following resources are also used: *Collections* by HMH, various articles from CommonLit.org, various YouTube videos (including TED Talks) at Teacher's discretion. Selections and clips from movies for *Hamlet*, *Fences*, *Beowulf*, and other options (to be posted on Canvas)

Per DVUSD policy, a movie permission slip will be sent home for movies rated higher than "G" if shown in its entirety.

**Independent Reading:** Through independent reading, students develop crucial skills, explore multiple genres and themes, and foster a lifelong love for literature as well as demonstrate progress toward mastery of Arizona essential standards. At BGHS, we value independent reading and student choice in our ELA classes. Upon occasion, students, in agreement with their guardians, will be responsible to select independent reading books that align with their interests and reading levels.

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

++ If there are questions/concerns regarding the resources or to request alternative assignments, the student or parent may request a meeting with the teacher **prior** to the unit being taught.

## Grading and Feedback

At Barry Goldwater High School, we believe that a positive attitude and strong work ethic driven by the goal of continuous improvement are essential for student success both in high school and in life. **Each piece of a student's work is crucial as it provides an opportunity for feedback to foster improvement and growth academically, socially, and emotionally. All coursework, both summative (assessments) and formative (practice), is of value and influences a teacher's understanding of student learning and growth.** In order to ensure that teachers provide feedback based on student learning, DVUSD uses levels of proficiency based upon a student demonstrating what they know and can do relative to the IB Middle Years Program (MYP) Criteria, IB Diploma Criteria, and Arizona content standards. Feedback may be verbal or in writing and is intended to be timely and clear to provide the necessary support for a student to reach the next level of proficiency.

Students will receive marks for their **proficiency** towards the standards using the following scale. These marks are for information and do not calculate the student's overall course grade.

**4** = Highly Proficient **3** = Proficient **2** = Partially Proficient **1** = Minimally Proficient

Proficiency marks for each standard measured will use the following guide to assign a score to the assignment. Parents will be able to view the percentage score for each grade book entry with the letter grade mark on the front page of the PowerSchool parent portal or by the student PowerSchool site.

Highly Proficient A 100%-90%			Proficient B 89%-80%		Proficient C 79%-70%	
100-97	96-94	93-90	89-85	84-80	79-75	74-70
All 4's on standards	All 4's except for one 3	Mostly 4's with some 3's and/or 2's	Mostly 3's with some 4's All 3's on standards	Mostly 3's and 4's with a 2	Mostly 3's with some 2's	Mostly 2's with 3's and/or 4's
Partially Proficient D 69%-60%			Minimally Proficient F 59%-50%			
69-65		64-60	59-56		55-50	
Mostly 2's and 3's with a 1		All 2's on standards	Mostly 2's and some 1's		All 1's on standards	
No Evidence						
49% - 0%						

### Grade Book Categories:

**ASSESSMENT (80%)** This category includes ALL items used to measure a student's proficiency towards the learning standards once the student has had sufficient practice and at a specified point in time. Items in this category include, but are not limited to, summative tests, performance assessments, reports, unit or module assessments, quizzes, long-term projects, short-term projects, presentations, capstone projects, research papers, and lab reports.

**COURSEWORK (20%)** This category includes formative work that provides students with the opportunity to learn content and skills and to receive feedback on their learning. Coursework is assigned to provide meaningful, independent practice, reinforce learning targets, and extend learning. Items in this category include in-class assignments, quizzes, exit tickets, checks for understanding, and daily activities.

**PRACTICE (0%)** This category includes formative student work that a student completes while in the process of learning specific skills.

## Reporting Timeline

In order to provide better communication of student progress, an up-to-date progress report will be available on the dates listed below. Progress reports indicate where a student is with regard to achieving proficiency with the content standards and process skills at that point in time. A final grade will be given at the end of each semester. Students have many opportunities in each class to continue their learning, reassess, and grow.

Fall Semester Progress Report Reporting Dates	Spring Semester Progress Report Reporting Dates
August 18 <sup>th</sup> September 8 <sup>th</sup> September 29 <sup>th</sup> October 20 <sup>th</sup> November 17 <sup>th</sup> December 8 December 16 <sup>th</sup> January 3 <sup>rd</sup> * - End of Semester in PowerSchools	January 19 <sup>th</sup> February 8 <sup>th</sup> March 1 <sup>st</sup> March 22 <sup>nd</sup> April 12 <sup>th</sup> May 3 <sup>rd</sup> May 16 <sup>st</sup> May 17 <sup>th</sup> - End of Semester in PowerSchools

## Late Work/Retake Policy

Students will use GOLD days to make up missed assessments due to absences.

**In order for Late Work to be accepted**, students must meet the following parameters:

- Assignment is not due within the class period
- Assignment is not a timed activity (such as a Quick-Write Essay)
- Assignment is not a Long-Term assignment (over multiple weeks)
- Assignment is turned in by the end of the unit.

**To earn a retake opportunity**, a student must complete all of the following:

- Complete *all* formative coursework related to the content/skill assessed
- Consult with the teacher
- Submit a reassessment plan or application, if required by the teacher
- A reassessment plan must be scheduled within 5 school days of receiving the assessment score.


## 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 Offences	Major Offenses
1 <sup>st</sup>	Restate expectations, Redirect, Task change, Seat change, Conference, Replacement choices	Referral to Administration Consequences issued in line with student handbook
2 <sup>nd</sup>	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	

 <b>BULLDOG PACK MATRIX</b>			
	CLASSROOM	COMMON AREA	RESTROOM/LOCKER ROOM
<b>PRIDE</b>	<ul style="list-style-type: none"> <li>Support your peers</li> <li>Produce work you are proud of</li> <li>Be actively engaged</li> </ul>	<ul style="list-style-type: none"> <li>Use positive language</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Respect school property</li> <li>Clean up after yourself</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>Be on Time</li> <li>Personal devices away</li> <li>Ready to Learn</li> </ul>	<ul style="list-style-type: none"> <li>Move with purpose</li> <li>Have pass and ID</li> </ul>	<ul style="list-style-type: none"> <li>Use Restroom Before/After Class or at Lunch</li> <li>Use for intended purpose</li> </ul>
<b>COURAGE</b>	<ul style="list-style-type: none"> <li>Stand up for what's right</li> <li>Try something new</li> </ul>	<ul style="list-style-type: none"> <li>If you see something, say something</li> </ul>	<ul style="list-style-type: none"> <li>If you see something, say something</li> </ul>
<b>KINDNESS</b>	<ul style="list-style-type: none"> <li>Treat ALL with Respect</li> </ul>	<ul style="list-style-type: none"> <li>Include everyone</li> </ul>	<ul style="list-style-type: none"> <li>Respect others space and privacy</li> <li>Wash hands</li> </ul>

### BGHS Electronic Procedures

At BGHS we want students to learn how to leverage technology and its applications to make life easier and to enhance their performance now and in the future. We know that integrating tech into our classrooms is one way to expose students to the potential benefits of technologies while at the same time helping students to learn how to use these powerful tools responsibly. ALL students will receive a Chromebook they can use to complete their schoolwork. Since ALL students have access to a computing device, they will **not** need to use personal electronics during class time. As a courtesy and to ensure we focus on academic pursuits, **we require students to silence their phones and put away all personal electronics during instructional time.**

### Use of LLMs or Artificial Intelligence technology

DVUSD has determined that the use of Large Language Models (LLMs), such as ChatGPT, is prohibited unless clearly specified by your teacher. Specific guidelines will be provided in the assignment details. If you are unsure if the tool or website you are using is an LLM or if it is permitted on a specific assignment, please contact your teacher before submitting your work. Violation of this policy will follow student handbook procedures for cheating/plagiarism.

### Attendance

Our school motto is "Attend Today, Achieve Tomorrow." This motto is an extension of our belief that regular attendance will equate to the attainment of excellence later in life. Remember, the benefit of lectures, discussion, and participation is lost forever to those who are absent. Everyday Counts! Students who miss more than 10% of the class or school year are at risk of losing credit. (12 Class Periods). Remember, Attend Daily, On Time, Ready to Learn!

## Tardies

Being punctual or being respectful of another's time is an important part of a culture of kindness.

### THE BULLDOG WAY

1. If you struggle to be on time... **BE EARLY.**
2. Once you arrive, don't leave... **ENTER CLASS ONCE**
3. No hall passes during the first and last... **10 MINUTES** of class.
4. All students who are not in class can be approached by... **FACULTY and STAFF.**

## Out of Class Policies

Teaching and learning time is a priority. Students are asked to make every effort to be in class from bell to bell.

We ask that students limit the number of passes they request in a semester.

Students are expected to utilize the 5-minute passing periods and the 30-minute lunch hour to check messages, go to the locker, use the restroom, etc.

If students need to leave class, they must fill out an eHall pass.

NO PASSES during GOLD periods.

## Gold and Advisory Periods

At BGHS, learning is the constant expectation and the time and support provided is what varies. Student mastery of content and each student's social and emotional well-being are equally important.

Advisory time on Mondays helps to ensure we develop a sense of belonging and connectivity at Goldwater.

GOLD time (Get Our Learning Done) is provided Tuesday through Thursdays. During GOLD time, teachers work with students who need additional support or time to become proficient.

It is imperative that students check Flex Time Manager during Advisory to see if they have been requested by a teacher or to choose a session to work toward the next level of proficiency whether it be content knowledge or a related skill. The student will report to that location during GOLD time. Attendance is taken.

## Confirmation of ELA 7-8 Syllabus 2023-2024

My signature is provided to confirm I have received the Course Syllabus for **ELA 7-8 at BGHS**. My review of this supports an awareness of the learning expectations for this course as well as the course outcomes.

I understand that written materials such as articles, stories, excerpts, and novels as well as videos and technology are used in the classroom to support the teaching of the State Standards and this level of information may be found in the Canvas course that accompanies the class.

I am aware that I am invited to *Meet the Teacher Night* and I am also able to speak directly with a teacher if I have questions.

BGHS also provides intervention staff, social workers, and counselors who are available to provide information and support. Please contact the main office for more information or see the parent tab on the BGHS Website.

I understand the Late Work Policy

Parent Initials \_\_\_\_\_ Student Initials \_\_\_\_\_

I understand that in order to retake any assessment I must complete all formatives/classwork and create and submit a written plan with deadlines for submission to my teacher for approval within 5 days after the assessment grade is posted.

Parent Initials \_\_\_\_\_ Student Initials \_\_\_\_\_

I understand the purpose of GOLD day sessions and will sign up every week in advisory.

Parent Initials \_\_\_\_\_ Student Initials \_\_\_\_\_

I understand that **cell phones and/or other personal electronic devices or accessories are not allowed** and will be confiscated and turned over to the office immediately following the BGHS Electronics Policy.

Parent Initials \_\_\_\_\_ Student Initials \_\_\_\_\_

I understand the importance of attendance and that I will not receive credit for the class after **12** absences.

Parent Initials \_\_\_\_\_ Student Initials \_\_\_\_\_

I understand that any communication regarding assignments, grading, absences, or any coursework should be communicated to the teacher via email or the Canvas Inbox.

Parent Initials \_\_\_\_\_ Student Initials \_\_\_\_\_

A signature indicates that you have **reviewed** the syllabi in this class. **A missing signature does NOT communicate that your student will not participate in the activities and course lessons and outcomes.**

STUDENT'S SIGNATURE

PRINTED NAME

DATE

PARENT/GUARDIAN SIGNATURE

PRINTED NAME

DATE