

Barry Goldwater High School, A+ School of Excellence



AP Literature and Composition 2020-2021

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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 IB Middle Years Program (MYP) Criteria, IB Diploma Criteria, Arizona Career & College Readiness Standards, and Arizona content 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
- Agenda/ Calendar - 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
- Colored highlighters (at least 3 colors) & / or colored pencils
- Blue / black ink pens
- Composition/or notebook for journal writing/bell work

COURSE OUTLINE of Units and Expected Time Frames*

Fall Semester			
Unit Title	Key and Related Concepts	ATL or Related Campus & District Assessments	Expected Timeframe
Unit 1 Short Fiction I	<ul style="list-style-type: none">• Characterization• Setting• Structure• Narration	<ul style="list-style-type: none">• Summer Reading Assessment• AP Check in Assessment	Weeks 1-4

	<ul style="list-style-type: none"> Literary Argumentation <p>Novel: <i>Their Eyes Were Watching God</i> by Zora Neale Hurston</p>		
Unit 2 Poetry I	<ul style="list-style-type: none"> Character Structure Figurative Language Literary Argumentation 	<ul style="list-style-type: none"> AP Poetry Analysis Writing Prompt AP Check in Assessment 2 	Weeks 5-7
Unit 3 Drama I	<ul style="list-style-type: none"> Character Setting Structure Figurative Language Literary Argumentation <p>Drama: <i>Hamlet</i> by William Shakespeare</p>	<ul style="list-style-type: none"> AP Literary Analysis Writing Prompt AP Check in Assessment 3 	Weeks 8-11
Unit 4 Short Fiction II	<ul style="list-style-type: none"> Character Setting Structure Narration Literary Argumentation 	<ul style="list-style-type: none"> AP Literary Analysis Free Response Essay AP Check in 4 Independent Literary Analysis Project 	Weeks 12-16
<i>Students will also select a novel from a prescribed list for their independent project!</i>			
Unit 5 Poetry II	<ul style="list-style-type: none"> Character Structure Figurative Language Literary Argumentation 	<ul style="list-style-type: none"> AP Poetry Analysis Writing Prompt AP Check in Assessment 5 AP Practice Exam/Semester Final Exam 	Weeks 17-20
Spring Semester			
Unit Title	Key and Related Concepts	ATL & Related Campus & District Assessments	Expected Timeframe
Unit 6 Drama II	<ul style="list-style-type: none"> Character Setting Structure Figurative Language Literary Argumentation <p>Drama: <i>Death of a Salesman</i> by Arthur Miller</p>	<ul style="list-style-type: none"> AP Free Response Assessment /20th Century Prose and Literary Argument AP Check in Assessment 6 	Weeks 1-4

Unit 7 Short Fiction III	<ul style="list-style-type: none"> ● Character ● Setting ● Structure ● Narration ● Figurative Language ● Literary Argumentation 	<ul style="list-style-type: none"> ● AP Free Response Essay-Contemporary Prose ● AP Check in Assessment 7 	Weeks 5-9
Unit 8 Poetry III <i>Students will also select a novel from a prescribed list for their independent project!</i>	<ul style="list-style-type: none"> ● Character ● Structure ● Figurative Language ● Literary Argumentation 	<ul style="list-style-type: none"> ● AP Free Response Essay/Metaphysical Poetry ● AP Check in Assessment 8 ● Independent Literary Analysis Project 	Weeks 10-14
Unit 9 Drama III	<ul style="list-style-type: none"> ● Character ● Setting ● Structure ● Figurative Language ● Literary Argumentation <p>Drama: <i>Pygmalion</i> by George Bernard Shaw</p>	<ul style="list-style-type: none"> ● AP Literary Argument Essay ● AP Free Response Essay/Pre-20th Century Prose ● Final Exam <p><i>*Those students taking the AP Literature and Composition Exam may be exempted from taking the course final exam.</i></p>	Weeks 15-20

*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 both an MYP level of achievement and 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 or ManageBac (IB and MYP) and 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 th - Snapshot September 18 th - Snapshot October 9 ^{th*} - Progress Report October 30 th - Snapshot November 20 th - Snapshot December 18 th - Snapshot January 4 ^{th*} - End of Semester in PowerSchools	January 29 th - Snapshot February 19 th - Snapshot March 12 ^{th*} - Progress Report April 9 th - Snapshot April 30 th - Snapshot May 14 st - Snapshot May 21 st - End of Semester in PowerSchools

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 L FINAL GRADE	
The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost flawlessly in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student consistently demonstrated originality and insight and always produces work of high quality .	10	A
The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student generally demonstrates originality and insight.	9	A
The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight.	8	B
The student demonstrates a good, general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.	7	C
The student demonstrates a limited 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 only able to apply them fully in normal situations with support .	6	D
Very limited 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, even with support .	5	F
The student demonstrates minimal achievement in terms of the objectives.	5	F
The student demonstrates no evidence of achievement.	5	F

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.

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

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 Offences	Major Offences
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 th	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.

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

2nd Offense: Teacher will apply classroom consequences and document the offense. *

3rd 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.

(Insert course specific safety or liability language here. You may also include any language here regarding videos shown or materials used that are specific to your course.)

PLEASE CONSIDER PUTTING THIS IN CANVAS OR SENDING VIA EMAIL TO YOUR STUDENTS SO THEY HAVE AN ELECTRONIC VERSION THEY KEEP. WE WILL NEED TO MINIMIZE THE HANDLING OF PAPERS AND WE ENCOURAGE ELECTRONIC COMMUNICATION WHEN POSSIBLE.

CONFIRMATION OF SYLLABUS 2020-2021



I have received the _____ Course Syllabus and I am aware that a copy of this, and the course Exit Outcomes.

I understand that videos shown in the classroom and technology used in the classroom is for the sake of learning and will be support

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.

My child's name is: _____

STUDENT's SIGNATURE PRINTED NAME DATE

PARENT/GUARDIAN SIGNATURE PRINTED NAME DATE