



Barry Goldwater High School, A+ School of Excellence 2023-24 School Year



Teacher Name: Tamara Juarez

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Name of Course: ELA 3-4 MYP/Honors/Gifted

Teacher Page: <https://www.dvusd.org/Domain/8403>

** Email is the preferred communication method, and all emails will be returned within 48 hours. A phone call or Zoom call can also be arranged.*

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.

SUPPLIES LIST

- Chromebook and charging cord provided by the School District
- Pencils/pens for daily use
- Composition notebook
- A 3-ring binder/folder or similar type organization method
- Agenda/Calendar – Use app on Chromebook or a paper version
- Colored highlighters (at least 3 colors) and/or colored pencil

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 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.

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 the Standards, Performance Objectives and Rubrics for grading.

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 the classroom:

1. Look at the White Board or SmartBoard to determine learning goals and find your assigned seat.
2. Turn all electronic devices off and place in backpack or pocket* (Needs to be out of sight)
3. Take out your Chromebook and all necessary materials and put the 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

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

COURSE OUTLINE of Units and Estimated Time Frames ++

Fall Semester ELA 3 Honors - Sophomore Course

Unit Title & Resources Utilized +	Essential Standards	Department and District Assessments	Expected Timeframe
UNIT: OURSELVES & OTHERS Short Stories: <i>The Wretched & the Beautiful</i> <i>War of the Clowns</i>	<ul style="list-style-type: none"> • RL.2: Finding Themes • RL.2: Creating Objective Summary • RL.3: Complex Characterization 	<ul style="list-style-type: none"> • Reading Inventory • CFA 	August
UNIT: BETWEEN TWO WORLDS Novel Study: <i>A Thousand Splendid Suns</i> by Khaled Hosseini	<ul style="list-style-type: none"> • RI.1 Cite Textual Evidence • W.2 Write an Informative/Explanatory Text • RI.2 Central Idea • RL.1 Cite Textual Evidence 	<ul style="list-style-type: none"> • Interim 1 • Informative Writing • CFA 	August - October
UNIT: INVESTIGATING OUR WORLD Novel Study: Student Choice	<ul style="list-style-type: none"> • RI.1 Cite Textual Evidence • W.2 Write an Informative/Explanatory Text • RI.2 Central Idea • RL.1 Cite Textual Evidence • RI.3 Author Structure & Style 	<ul style="list-style-type: none"> • Interim 1 • Informative Writing • CFA 	October - December
SOPHOMORE PERSONAL PROJECT	<ul style="list-style-type: none"> • Analyzing • Organizing • Production of Text • Language • Speaking & Listening 	<ul style="list-style-type: none"> • Goal Setting & Proposal • Research & Documentation • Project Product • Project Exhibit • Reflection • Final Report 	Presentation January 11 6:00-8:00pm (All Other Deadlines Will Be Announced in Class)

Spring Semester ELA 4 Honors - Sophomore Course

Unit Title & Resources Utilized +	Essential Standards	Department and District Assessments	Expected Timeframe
UNIT: THE ART OF PERSUASION <i>Advanced Language and Literature</i> by BFW	<ul style="list-style-type: none"> W.1: Write an Argumentative Text RI.8: Logical fallacies 	<ul style="list-style-type: none"> CFA Argumentative Writing 	January - February
UNIT: STORIES FROM OUR PAST <i>Farewell to Manzanar</i> by James D. Houston & Jeanne Wakatsuki Houston	<ul style="list-style-type: none"> W.1: Write an Argumentative Text RI.1: Cite Textual Evidence RL.1: Cite Textual Evidence 	<ul style="list-style-type: none"> CFA 	February - March
UNIT: THE POLITICS OF POWER <i>Macbeth</i> by William Shakespeare <i>Oedipus Rex</i> by Sophocles	<ul style="list-style-type: none"> RI.1: Cite Textual Evidence RL.1: Cite Textual Evidence RI.5: Structure of Literary Text L.5 Figurative Language 	<ul style="list-style-type: none"> Interim 2 Reading Inventory 	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. Per DVUSD policy, a movie permission slip will be sent home for movies rated higher than "G".

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

++ The student or parent may request a meeting with the teacher if there are questions regarding the resources or to request alternative assignments

In ELA 3-4 Honors, we will be reading the novels *A Thousand Splendid Suns* and *Farewell to Manzanar*. These novels contain some sensitive and mature content; however, these novels have been chosen based on their literary merit and to help teach our Essential Question: How do we engage with the world and people who are different from us? If you have concerns, please contact me as soon as possible to discuss alternatives. The summaries from Goodreads.com below contain a brief explanation of each novel for you to preview.

Overview*: *A Thousand Splendid Suns* is a breathtaking story set against the volatile events of Afghanistan's last thirty years - from the Soviet invasion to the reign of the Taliban to post-Taliban rebuilding - that puts the violence, fear, hope, and faith of this country in intimate, human terms. It is a tale of two generations of characters brought jarringly together by the tragic sweep of war, where personal lives - the struggle to survive, raise a family, find happiness - are inextricable from the history playing out around them. Propelled by the same storytelling instinct that made *The Kite Runner* a beloved classic, *A Thousand Splendid Suns* is at once a remarkable chronicle of three decades of Afghan history and a deeply moving account of family and friendship. It is a striking, heart-wrenching novel of an unforgiving time, an unlikely friendship, and an indestructible love - a stunning accomplishment.

Overview*: Jeanne Wakatsuki was seven years old in 1942 when her family was uprooted from their home and sent to live at Manzanar internment camp—with 10,000 other Japanese Americans. Along with searchlight towers and armed guards, Manzanar ludicrously featured cheerleaders, Boy Scouts, sock hops, baton twirling lessons and a dance band called the Jive Bombers who would play any popular song except the nation's #1 hit: "Don't Fence Me In." *Farewell to Manzanar* is the true story of one spirited Japanese-American family's attempt to survive the indignities of forced detention—and of a native-born American child who discovered what it was like to grow up behind barbed wire in the United States.

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.

GRADING AND FEEDBACK

At Barry Goldwater High School, we believe that a positive attitude, strong work ethic driven by the goal of continuous improvement is essential for student success both in high school and in life. Each piece of student 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, BGHS 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 <u>one</u> 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 <u>a</u> 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 <u>a</u> 1		All 2's on standards	Mostly 2's and some 1's		All 1's on standards	
No Evidence						
49% – 0%						

Gradebook 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.

REASSESSMENT & REPERFORMANCE

Reassessment: A student completes another assessment of the same standard. The assessment to be retaken may be in the same format or a different format. The higher of the two scores will be entered in the gradebook. To earn a retake opportunity, a student must complete all of the following:

- Complete all formative coursework related to the content/skill assessed
- Within 5 school days of receiving the assessment score, the student must communicate with the teacher to create a reassessment plan. Submit a reassessment plan or application, if required by the teacher.

Reperformance: The student will be reassessed on the same standard multiple times during a semester. All reperformance scores related to the targeted standard may be changed to reflect this new evidence of learning in the gradebook.

LATE WORK

An assignment is considered late work when the assignment is not submitted by the due date that was established, but is submitted within the parameters listed below.

In order for Late Work to be accepted, the assignment 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 submitted prior to the end of the instructional unit

Coursework may be submitted up to two weeks after the due date or no credit will be given. It is the responsibility of the student to approach their teacher within five days from the date an assessment grade is posted with a plan to make up the assessment or no credit will be given.

MAKE-UP POLICY

Students are expected to complete and submit all assignments missed as a result of an absence. A student has one (1) day to make up assignments for each day of absence. Coursework and assessments assigned prior to the absence(s) may still be due on the date assigned. It is the student's responsibility to check in with teachers via email or to review Canvas for work missed and a possible adjustment of due dates. Teachers may choose to schedule an appointment with the student to arrange due dates as needed. Make-up work for an extended or any absence can be accessed via our Learning Management System (LMS) called Canvas. (per the BGHS Student and Parent Handbook)

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 18th September 8th September 29th October 20th November 17th December 8 December 16th January 3rd - End of Semester in PowerSchools	January 19th February 9th March 1st March 22nd April 12th May 3rd May 16th May 17th - 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.

RESULTS OF 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 & Opportunities

CONSEQUENCES OF POOR CHOICES

TIER	MINOR OFFENSE	MAJOR OFFENSE
1st	Restate expectations, redirect, task change, seat change, conference, replacement choices	Referral to Administration Consequences issued in line with student handbook
2nd	Buddy Teacher with reflection , conference, email communication to parent	
3rd	Phone call home, in-person conference with parent, thinking center , detention	
4th and Beyond	A referral to the administration/office	





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

BGHS ELECTRONICS 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 them 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.**



Tech Policy



When entering classroom student will put away non academic technology, (phones, earbuds etc)

1st & 2nd Incident:	3rd Incident:	4th & Beyond:
<ul style="list-style-type: none">• Student asked to put away electronic device (phone, earbuds etc.) in a secure location as designated by the teacher.• Minor offense in PBIS.	<ul style="list-style-type: none">• Student is sent with electronic device to the PRIDE office using purple pass.• The device will remain in a secure location in PRIDE office until end of day.• Teacher assigns after school detention• Minor offense in PBIS	<ul style="list-style-type: none">• Student is sent with electronic device to the PRIDE office using purple pass.• The device will remain in a secure location in PRIDE office until end of day.• Major Referral

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.

ATTENDANCE/TARDIES

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. Every Day Counts! Students who miss more than 10% of the class or school year are at risk of losing credit. (12 Class Periods)

Students are expected to arrive on time to each class daily. Remember, the school day starts at 7:30 am. Students who arrive to class, after the bell, but within the first TEN minutes of class, are tardy. Students who arrive later than 10 minutes will be marked absent. Excessive tardiness will result in a major referral.

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

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...**5 MINUTES** of class.
4. All students who are not in class can be approached by...**FACULTY and STAFF.**

Remember, Attend Daily, On Time, Ready to Learn!

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.

GOLD & 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 SYLLABUS MOLINE ELA 3-4 Honors 2023-24



My signature is provided to confirm I have received and reviewed the Course Syllabus for ELA 3-4 Honors 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 the 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'm aware that I'm invited to *Meet the Teacher* Night on **8/3/23** and can speak with a teacher if I have questions.

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

** 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 Coursework must be submitted up to two weeks after the due date or no credit will be given. It is the responsibility of the student to approach their teacher within five days from the date an assessment grade is posted with a plan to make up the assessment or no credit will be given.

Parent Initials_____

Student Initials_____

I understand that in order to retake any assessment I must I must approach my teacher within 5 days the grade was posted with a reassessment plan:

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 may not receive credit for the class after **12 unexcused absences.**

Parent Initials_____

Student Initials_____

I understand that any communication regarding assignments and coursework due to absences should be communicated to the teacher within 5 days:

Parent Initials_____

Student Initials_____

A signature indicates that you have reviewed the syllabus for 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