



Horizon High School
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<http://www.horizon.adams12.org>



School Year	2014/2015	Teacher Name	Mrs. Stephanie Morris
Office	Theatre Office/Auditorium Office Hours- Periods 1, 5, 7 by appt.	Website	www.hhsdrama.com
Phone	720-972-4502		
Email Address	mor019321@adams12.org		

Course Name	9 th Grade English			
Course Description	In this course, students will explore their own cultural identities as well as the cultural identities of people from around the world through the study of literature. They will also understand how experiences and cultural expectations shape attitudes. Students will solve problems, analyze language, and provide supporting evidence in order to communicate clearly in both writing and speaking			
Unit of Study	Approximate Timeline of Unit	Primary Text(s) with Descriptions from Amazon.com and notation of mature content	Text(s) support students with the following assessments:	Targeted Date of Assessment
The Narrative Experience	5 Weeks	Assorted Grade-level short stories	<p>-Text-based discussions: Students use close reading skills to analyze how complex characters develop over a text, interact with other characters, advance the plot, and develop the theme. Students also analyze use of literary techniques including point of view, the impact of figurative language, and how word choice creates tone. Students make strong use of textual evidence to support their claims.</p> <p>-Narrative: Students write narratives that transform a subject or key scene from a studied literary text or which imitate another author's choices concerning how to structure a text.</p>	1 st Quarter
Analyzing Point of View	11 Weeks	<p>Romeo and Juliet by William Shakespeare -Romeo and Juliet is a tragic play written early in the career of William Shakespeare about two teenage "star-cross'd lovers" whose untimely deaths</p>	<p>- Text-based discussions: Students use close reading skills to analyze texts, making claims regarding the impact of the author's cultural experience on their point of view and the author's use of literary techniques. Students</p>	2 nd Quarter



		ultimately unite their feuding households. It was among Shakespeare's most popular plays during his lifetime and, along with Hamlet, is one of his most frequently performed plays. Today, the title characters are regarded as archetypal "young lovers." (Sexual Content, Profanity, Violence)	make strong use of textual evidence to support their claims. -Peer Writing Conferences: Students develop, revise, and edit the literary analysis essay toward achieving the standards. -Literary Analysis of Author's Perspective: Students write essays demonstrating an understanding of the influence of cultural experiences on an author's point of view as reflected in works of literature.	
Rhetorical Analysis & Argument	11 Weeks	Animal Farm by George Orwell -As ferociously fresh as it was more than a half century ago, this remarkable allegory of a downtrodden society of overworked, mistreated animals and their quest to create a paradise of progress, justice, and equality is one of the most scathing satires ever published. As readers witness the rise and bloody fall of the revolutionary animals, they begin to recognize the seeds of totalitarianism in the most idealistic organization—and in the most charismatic leaders, the souls of the cruelest oppressors. (Violence)	-Rhetorical Analysis of a Persuasive Text: Students analyze how an author's ideas or claims are developed and refined by their use of rhetorical and persuasive techniques. -Argumentative Speech or Presentation Including Research: Students produce an argumentative speech or a presentation that embeds rhetorical appeals and techniques and includes research (ex: advertisement, propaganda, PSA, etc)	3 rd Quarter
Transformational and Informational	8 Weeks	To Kill a Mockingbird by Harper Lee -Harper Lee's Pulitzer prize-winning masterwork of honor and injustice in the deep south—and the heroism of one man in the	-Informational Writing: Students write to demonstrate an understanding of how an author draws on and transforms source material in a specific work using knowledge of detail,	4 Quarter



		<p>face of blind and violent hatred, available now for the first time as an e-book. One of the best-loved stories of all time, <i>To Kill a Mockingbird</i> has been translated into more than forty languages, sold more than thirty million copies worldwide, served as the basis for an enormously popular motion picture, and was voted one of the best novels of the twentieth century by librarians across the country. A gripping, heart-wrenching, and wholly remarkable tale of coming-of-age in a South poisoned by virulent prejudice, it views a world of great beauty and savage inequities through the eyes of a young girl, as her father—a crusading local lawyer—risks everything to defend a black man unjustly accused of a terrible crime. (Sexual Content, Profanity, Violence)</p>	<p>language and syntax to analyze what is emphasized in each account.</p> <p>-Peer Writing Conferences: Students develop, revise, and edit writing toward achieving the standards.</p> <p>-Publish: Students use technology to update and publish a piece of writing, including links (i.e. to source material), perhaps soliciting reader feedback.</p>	
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Parents or students may opt out from materials with mature content by providing an email or other written request for assignment of alternate material to the instructor. The written notice should be provided to the instructor at least five school days prior to the planned commencement of the mature content so that the instructor has adequate time to identify alternative materials and instructional supports for the student. An opt-out notice provided less than five school days in advance of commencement of the material shall not preclude the students/parent from opting out but may delay the identification of alternative materials and implementation of alternative instructional supports.

For additional information regarding primary texts please visit:

- Amazon book reviews: www.amazon.com
- Goodreads.com: www.goodreads.com
- Common Sense Media: www.common Sense Media.com
- Kirkus reviews: www.kirkusreviews.com

Grading Scale		Grade Percentages/Weights	
A	90-100	Daily Assignments	20%
B	80-89	Tests and Projects	80%
C	70-79		
D	60-69	*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp	
F	59 or below		



General Expectations

- Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade.
- **Summative: 80%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.)
- **Formative: 20%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc.
- Assessments will be graded based on teacher/district/state rubrics.
- On group projects, students will receive a grade for individual work and a group grade.
- Grades are based on achievement of Content Standards and Grade Level Expectations.

Class Expectations

Missing or incomplete assignments/assessments for this course: Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course.

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Revisions and Rewrites: Revisions and rewrites will be accepted with the opportunity to earn full credit. A scheduled discussion with the teacher is required.

Performance-based Assessment Make-up: Make-ups of performance-based assessments (seminars, presentations, speeches, essays, projects) need to be discussed with teachers upon return to the class. Late and missing summative performance-based assessments will be deducted 10% every day that they are late, maxing out at a 50% deduction.

Late/Missing Work: Late and missing formative work will be accepted until the end of the unit. Formative work that is turned in late and assessed as being proficient will receive no more than a 70%.

Student/Parent Expectations

- Parents and students will check Infinite Campus on a regular basis to monitor progress; parents are highly encouraged to contact the classroom teacher via email regarding specific concerns about their students.
- Students will come prepared, on time with appropriate materials, and ready to learn.
- Students will self-monitor and advocate by communicating with the teacher.
- Students will adhere to course schedule and deadlines.
- Students will take responsibility for his/her own learning and will not engage in behavior that prevents others from learning.
- Students will adhere to Horizon's PRIDE expectations.
- Electronic devices will be handled according to Superintendent Policy 5030.