



# Chandler Unified School District

ENG740A Resource Language Arts 7  
SY 2023-24



## Course Overview

### Course Description

Special education course designed to move at an adapted pace and focuses more on the grade band anchor standards. Students will also receive specially designed instruction and accommodations in their areas of need as outlined by their Individualized Education Program (IEP). Builds upon students' prior knowledge of grammar, vocabulary, word usage, 5+1 traits of writing and the mechanics of writing. Includes the four aspects of language use: reading, writing, speaking, and listening. Emphasizes different uses for language, including using language (particularly written text) to construct meaning and connections. Students will analyze literature through literary techniques found in poetry, short stories, plays and novels.

### AP/IB/Dual Enrollment

No

### Prerequisite/Fee(s)

IEP team determination

### Course Materials

Spiral or Composition Notebook (at least 80 pages)  
A folder just for ELA  
College Ruled Paper  
Glue Sticks and/or Tape  
Scissors  
Colored Pencils  
Pencils/Eraser  
Highlighters (4 different colors: pink, yellow, blue, green)

### Adopted Resource(s)

Savvas My Perspectives

*\*An asterisk will indicate a resource containing sexually explicit materials per legislative definitions. CUSD has determined that all resources listed above are of exceptional educational value.*

## Site and Faculty Information

### School name and address:

Camille Casteel High School, 24901 S Power Rd, Queen Creek, AZ 85142

### Building principal:

Jayson Phillips  
phillips.jayson@cusd80.com

### Teacher:

Jennifer Joy BA  
joy.jennifer@cusd80.com

**Office hours:** Office hours: Upon request: Monday, Wednesday, Thursday, Friday mornings

## Course Access

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This course is taught in-person at Camille Casteel High School. Students will have access to the curriculum and instruction in the classroom. Google Classroom is the primary location for students to access material when absent from classes taught in person.

## Help

### Academic Support

- Contact the teacher to schedule an appointment during office hours
- [Ed Tech](#) support for students, parents/guardians, and community link ([cusd80.com/Page/45109](https://cusd80.com/Page/45109))

### Mental Health Support

- CUSD mental health support [cusd80.com/Domain/10528](https://cusd80.com/Domain/10528) or 480-573-8808 (talk or text)
- Suicide & Crisis Lifeline: 9-8-8 hotline
- 24-hour Crisis Line Talk: 602-222-9444, Text: 741-741

## Student Conduct, Success, and Responsibilities

### Student Handbook

Students must follow the policies and procedures established in the Student Handbook. Copies of the handbook can be found at [cusd80.com/handbooks](https://cusd80.com/handbooks). Printed copies will be provided upon request.

### Student Responsibilities

To be successful in this course, it will be necessary to come prepared to class each day with supplies and charged laptop. It is the responsibility of the student to come to tutoring if extra help is needed.

#### Cheating / Plagiarism:

Students who have copied the work of another student will receive a zero on that assignment. The student from whom the work was copied will receive equal consequences.

Plagiarism is defined in the student handbook as “copying the work of another person and submitting it as your own, obtaining unauthorized or undocumented material from the Internet or other sources, or securing teacher materials or work in a dishonest way are all considered cheating”. This will be taken very seriously; please refer to the handbook for specific consequences.

#### Cell Phones:

With the 1:1 technology, students are not to have cell phones, Smart watches, or airpods / headphones out in the classroom. These items should be turned off and kept in the students’ backpack or assigned chart for the entire class period.

#### Food / Gum:

There is no food, gum, or drinks allowed in the classroom - except water.

#### Student Conduct:

It is the expectation that students hold themselves to high standards. Typical consequences for behavior issues at Casteel High School follow a progression for discipline:

1. A warning
2. A warning with a phone call
3. A Parent/Teacher conference
4. A referral

Our goal is to work with families to ensure that all students have a safe and focused learning environment.

#### Attendance:

Attendance is an integral part of being successful in this class. Students must make it a priority to attend class and make up all missed assignments due to an absence / tardy.

Excessive absences can result in the loss of credit for the course. Tardy Protocol: Students are expected to be in their seats when the bell rings and ready to learn. If a student is tardy to class, teachers will follow this process to rectify students being late to class:

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- \*A warning will be given on their first and second offense.
  - \*3rd -4th offense - the teacher will email/call home and notify the Attendance Interventionist.
  - \*On the 5th offense, the teacher will refer the student to our Attendance Interventionist who can work with families and assign Saturday school if necessary.

### Late work

Late work will be accepted per the CCHS Grading Policy. If there is an absence, assignments are due the following class period, unless a later due date is stated (For example, if a student is absent for two days, then the student has two additional days to complete the assignment.). It is desired that students turn in their assignments on time, however we understand that sometimes late work occurs.

Below are the deductions for late assignments.

Assignments turned in between 1-5 days late will receive a deduction of 20% to the grade earned.

Assignments turned in between late Day 6 and Progress Report/End of Quarter (ONE week prior to the Progress Report date / last day of the quarter - specific dates for each will be written on the white board in class and listed in the Student Planner in Google Classroom) will receive a grade of 50%.

Assignments not turned in by Progress Reports/End of Quarter (ONE week prior to the Progress Report date / last day of the quarter - specific dates for each will be written on the white board in class and listed in the Student Planner in Google Classroom) will earn a Permanent Zero.

## Assessments and Assignments

Students will complete assessments during each unit of study to assess their understanding. Students will complete the CUSD Common Final at the end of the first and second semesters. The Common Final will count for 20% of the student's final semester grade in grades 9-12 and 10% in grades 7-8 (some exceptions may apply at the Junior High level). Common finals will be in ELA, Math, Science, Social Science, and World Language.

Final exams will be given during the CUSD Jr High/High School Early Dismissal days in December and May, as identified on the [District Calendar](#).

If students are requested to participate in a survey, the survey questions will be provided to parents/guardians seven days before student contact.

## Grading

### Grade Percentage

A	B	C	D	F
90% - 100%	80% - 89%	70% - 79%	60% - 69%	<60%

### Quarter grades

Missing work will be noted using an "M" in Infinite Campus and recorded as zero points. These assignments can be submitted late for partial credit - See "Late work" section for details.

Quarter Grade:

Formative assignments will account for 40% of a student's quarter grade, while summative assignments will account for 60%.

Examples of Formative Assignments:

- homework
- smaller writing tasks

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- daily warm ups and similar, frequent assignments
  - class activities

Examples of Summative Assignments:

- tests, such as a test on a studied novel
- larger writing projects, such as a formal essay
- formal presentations, such as a book review
- formal discussions, such as a Socratic seminar

Semester Grade: 80% is determined by the average of Quarter Grades, 20% is determined by the final exam. Finals are not given early. Absent students will receive a zero until they can take the final.

### **Semester grades**

Semester grades are calculated using 40/40/20: Each quarter accounts for 40% of the semester grade and the final exam accounts for the remaining 20%.

## **Units of Study and Selected Novels**

### **Units of Study**

### **Selected Novels**

Quarter 2: Animal Farm

Quarter 3: Lord of the Flies

Quarter 4: Taming of the Shrew

*\*An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*



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**Site:** Camille Casteel High School

**Building Principal:** Jayson Phillips, phillips.jayson@cusd80.com

**Teacher:** Jennifer Joy, joy.jennifer@cusd80.com

## Parent/Guardian

### Acknowledgment

Parents/Guardians should indicate if they "Acknowledge" or have a "Potential Conflict" with their student's participation in the following units by checking the appropriate box for each unit of study listed. Students cannot opt out of a standards-based unit. Marking "Potential Conflict" will prompt the teacher to make contact regarding assignment alternatives.

Unit of study	Acknowledge	Potential Conflict
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Selected Novels	Acknowledge	Potential Conflict
Quarter 2: Animal Farm	<input type="checkbox"/>	<input type="checkbox"/>
Quarter 3: Lord of the Flies	<input type="checkbox"/>	<input type="checkbox"/>
Quarter 4: Taming of the Shrew	<input type="checkbox"/>	<input type="checkbox"/>

*\*An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*

**By signing and returning this form**, the parent/guardian acknowledges they have reviewed the resources and units of the study included in the syllabus.

- As the parent/guardian, I understand that I may contact the teacher if I have questions about the resources, content, or units of study.
- As the parent/guardian, I understand I can check my student's grades in Infinite Campus anytime during the school year.

Student name (printed) \_\_\_\_\_

Student signature \_\_\_\_\_

Parent/Guardian name (printed) \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

**Please return this page to your student's teacher.**