



# Chandler Unified School District

ENG100 English 9 & ENG105 Honors 9

Semester 2, SY 2023-24

## Course Overview

### Course Description

ENG100 English 9 and ENG105 Honors English 9 (Full Year, 1 Credit): This course emphasizes writing skills, literature, and vocabulary. Writing activities give students practice in organizing and developing narrative, cause, and effect and compare and contrast compositions, literary reviews, and research papers. Mastery of the writing process is expected. In addition, students study short stories, novels, poetry, and Shakespearean play.

**Advanced Placement (AP) / International Baccalaureate (IB) / Dual Enrollment** This not an AP, IB, or Dual Enrollment course. An additional syllabus is not required for this course.

## Site

### School name and address:

Chandler High School, 350 N Arizona Ave, Chandler, AZ 85225

### Building principal:

Greg Milbrandt

[milbrandt.greg@cusd80.com](mailto:milbrandt.greg@cusd80.com)

## Faculty Information

### Teacher:

Elsa Armstrong BA, MEd

[armstrong.elsa@cusd80.com](mailto:armstrong.elsa@cusd80.com)

x3974

**Office hours:** Mondays & Wednesdays, 2:15-3:15pm

## Course Learning Outcomes

**After this course, students will be able to:**

### Reading Standards

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Critically analyze elements of literature: plot, theme, characters, setting, figurative language, tone, conflicts, point of view, and author's purpose
- Demonstrate complex and deep understanding of a text by supporting their inferences by citing specific and detailed examples
- Demonstrate understanding of author's purpose, meaning, and tone by analyzing word choice and intentional organizational structures
- Analyze how two or more texts from the same time period treat similar themes or topics
- Infer multiple meanings and determine main ideas, author's purpose, and the effectiveness of rhetorical devices and support those inference using detailed examples from the text
- Analyze and synthesize seminal U.S. texts to determine how structure, organization, and presentation helps organize ideas and details effectively
- Continue to cite strong evidence contextually to support their analysis and claims

## **Writing Standards**

- Craft quality argumentative, informative, and narrative writing for a variety of tasks, purposes, and audiences, both formal and informal
- Integrate and synthesize information and evidence into the text selectively to maintain the flow of ideas, avoid plagiarism, and follow a standard format for citation appropriate for the task and audience
- Plan, draft, revise, and edit writing in an effective and strategic manner

## **Language Standards**

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Develop and utilize knowledge of Standard English conventions strategically in a variety of communication tasks for different purposes and audiences
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning and style, and to comprehend more fully when reading or listening; vary syntax for effect
- Determine the meanings of unknown words and figurative language using a variety of strategies

## **Speaking & Listening Standards**

- Demonstrate collaborative discussion/listening skills in a variety of settings, both formal and informal
- Extend speaking and listening skills to include paraphrasing, summarizing, and directly citing information from a variety of sources
- Present information using various forms of multimedia technology appropriate to the task, purpose, and audience

## **Materials and Fees**

### **Course Materials**

- 1 college-ruled notebook
- Folder
- Pencils/pens

### **Course Fees**

n/a

## **Curriculum and Instructional Resources**

### **Adopted Resource(s)**

Savvas My Perspectives

### **Approved Novels**

- Romeo and Juliet\* - William Shakespeare
- The Odyssey\* - Homer

*\*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.*

## **Course Access**

This course is taught in person at Chandler 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. Buzz is the primary

location for COA students to access materials at all times.

- Clever [cusd80.com/Page/45109](https://cusd80.com/Page/45109) (select secondary courses will use clever)

## Computer Requirements

Students can use devices to engage with electronic resources and turn-in select assignments.

## Help

### Academic Support

- Contact the teacher to schedule an appointment during office hours
- [NetTutor](#) offers K-12 CUSD students free live tutoring, question drop-off, and writing feedback ([cusd80.com/NetTutor](https://cusd80.com/NetTutor))
- [Ed Tech](#) support for students, parents/guardians, and community link ([cusd80.com/Page/45109](https://cusd80.com/Page/45109))

### Mental Health Support

- CUSD's Counseling and Social Services Department provides access to mental health support for students and families through their webpage [cusd80.com/Domain/10528](https://cusd80.com/Domain/10528)
- US Department of Health and Human Services 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 <https://www.cusd80.com/handbooks>. Printed copies will be provided upon request.

### To be successful

-Approach every assignment with authentic effort. This means that, whether for a grade or for the knowledge itself, you give every assignment an honest attempt of the best effort you are capable of at the time it is assigned.

-Be open to constructive feedback from teacher and peers.

-Advocate for yourself. This is ESPECIALLY true when you are struggling with given work. Have the courage to approach me for assistance and know that I will VERY much appreciate you advocating for yourself in this manner. This could be to clarify the nature of a given assignment or to ask for additional assistance when needed.

-Be reflective. When you receive feedback on work, make sure to think about why such comments were given and how you might address them moving forward. At times, we will do such reflection as a group...when we do not, it is beneficial to engage in it on your own.

### Student Responsibilities

-All individuals have a right to an educational environment free from bias, prejudice and bigotry. As members of the Chandler High School educational community, students are expected to refrain from participating in acts of harassment that are designed to demean another student's race, gender, ethnicity, religious preference, disability or sexual orientation.

-Acknowledge your classmate's right to learn in the way which best suits their skills and abilities. This means being respectful of students who struggle, but also of those who succeed in ways that you do not. It means realizing that what works for you may not work for others. This does not mean we will not challenge ourselves to learn in new ways...but it does mean that we will recognize that this is not always easy.

-Assume that other people in the room have the best intentions until they give you concrete evidence otherwise. Most people are truly doing the best they can considering whatever is going on in their own life. Accept this as true and you'll likely understand each other better. -Use I/WE language as much as possible...avoid YOU language. Doing this will help others better

understand your perspective, appreciate your thoughts and emotions, and help us focus on our shared journey.

-Never represent the work of others as your own. Plagiarism in ANY form will be dealt with in all cases. A warning will not be given. If there is confusion about whether an action would represent plagiarism or not, please speak to the instructor before taking such an action -Please remember that Google identifies inappropriate words and images in Gmail, Google Drive, Google Docs and more. Trained professionals then apply consistent, school- or district-approved policies for positive intervention, alerting Chandler High School administrators of the issue.

-Cell phones are only to be used in class with direct permission from the teacher. Otherwise, phones need to be put away and silenced. Students will be given a warning, and then if it continues to be a problem, the phone will be taken by the teacher and will call home.

### **Late work**

Absent? You are responsible for completing whatever you miss. You have as many days as you were absent to get the work in. (absent 1 day, you have 1 day to get work in) You can: go to Google Classroom and check the absent calendar for what you missed, ask a classmate for help, and come to tutoring after school.

Ms. Armstrong accepts late work within the same quarter. 10% is deducted from the score for each week it is late (unless it is an excused absence). Work that is not submitted is a 0.

## **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 90% - 100%

B 80% - 89%

C 70% - 79%

D 60% - 69%

F <60%

### **Quarter grades**

Grades will be updated in Infinite Campus weekly. Check grades regularly, ask questions respectfully.

Skills based grading is used, all assignments fall into one or more the following categories:

-Analyzing Text (reading skills) - worth 35% of the quarter grade

-Writing Process (writing skills) - worth 35% of the quarter grade

-Language (vocabulary & grammar skills) - worth 15% of the quarter grade

-Speaking & Listening - worth 15% of the quarter grade

### **Semester grades**

The following formula is used to calculate semester grades

- 40/40/20: Each quarter accounts for 40% of the semester grade and the final exam accounts for the remaining 20%.

## **Units of study**

Parents/Guardians should indicate if they “Agree” or “Disagree” with their student’s participation in each of the following units of study.

### **Unit 4: Star Crossed Romances-Do we determine our own destinies?**

-Romeo and Juliet\*, short stories from textbook and CommonLit.org

### **Unit 5: Journeys of Transformation-What can we learn from a journey?**

-The Odyssey\*, short stories from textbook and CommonLit.org

### **Unit 6: World's End- Why do we try to imagine the future?**

-Dystopian short stories from textbook and CommonLit.org

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