



Chandler Unified School District

ENG105A Honors English 9
SY 2023-24



Course Overview

Course Description

Supports students with advanced knowledge of grammar, vocabulary, word usage, and the mechanics of writing. Includes the four aspects of language use: reading, writing, speaking, and listening. Introduces and defines various genres of literature, with writing exercises often linked to reading selections. Aligns with 9th grade ELA standards in all strands.

AP/IB/Dual Enrollment

No

Prerequisite/Fee(s)

Instructor approval

Course Materials

School-issued Chromebook

Writing utensils (pencil, blue/black pen)

Composition Notebook

College-ruled lined paper (loose-leaf)

Highlighters: blue, green, yellow, pink

* Please reach out if you are financially unable to obtain any/all of the course materials; I will work with you to ensure your student has access to the materials they need.

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:

Courtney Dexter BA English (Secondary Education); Minors: Linguistics, Spanish, Teaching English as a Second Language

dexter.courtney@cusd80.com

Office hours: Mondays & Thursdays before or after school; by appointment.

Course Access

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)

Mental Health Support

- CUSD mental health support 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. Printed copies will be provided upon request.

Student Responsibilities

To be successful in this course, students must show an earnest desire to learn and grow. Students are expected to advocate for themselves and be active participants in their learning, thinking critically and analytically.

Technology:

With the 1:1 technology initiative, it is the responsibility of the student to bring their fully charged laptop to school every day. Technology is a tool no different than a pencil. Like all school supplies, students are expected to have the supplies needed to learn.

Additionally, with the rapid advancement of AI programs available, you may be asked to prove that your work is self-generated. Consequences for copying from AI may range from total redo of the work to a zero. Consider this before using any type of AI to write a paper.

Discipline Protocol:

It is the expectation that students hold themselves to high standards. The teacher will address students who are not meeting these expectations. Our goal is to work with families to ensure that all students have a safe and focused learning environment. These are the standard consequence progression for discipline (typical classroom behaviors):

1. a warning
2. a warning with a phone call
3. a parent-teacher conference
4. a referral.

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 progress to rectify students being late to class.

1. a warning on their first and second offense.
2. the teacher will email / call home.
3. Notify Attendance Interventionist and email / call home.
4. On the fifth offense, the teacher will refer the student to our Attendance Interventionist, who can work with families and assign Saturday school if necessary.

The teacher has the option to provide their own lunch detention at their discretion instead of writing a conduct referral.

Food and Drink:

There is no food or drink allowed in the classroom except water.

Finals:

Finals are not given early. Absent students will receive a zero until they can take the final.

Late work

Students who have excused absences have at least one day every day they are absent to make up the work they missed. Excessive absences can result in the loss of a credit for the course. For all late work

that is not due to absence, it is imperative that you communicate with the instructor.

- If you know ahead of time that you will need additional time to complete an assignment, please talk to the instructor before the due date.

- If no communication is received, and the due date has passed, 10% of possible points will be deducted for each day the assignment is late. After five days, the highest score possible is 50%.

Note: ALL late submissions are due TWO WEEKS prior to the end of each grading period. There will be no exceptions made to this policy, as the instructor must have time to properly grade submitted work.

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

The English Department grades on a 40-40-20 scale each semester. For example: Quarter 1's average will contribute to 40% of the grade, Quarter 2's average will contribute to 40%, and the Semester Final will contribute to 20% of a student's overall Semester grade.

Assignments will be entered in one of two categories: formative or summative. Formative is weighed at 40% and summative is weighed at 60%.

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

MyPerspectives Unit 1: American Voices
MyPerspectives Unit 2: Survival
MyPerspectives Unit 3: The Literature of Civil Rights
MyPerspectives Unit 4: Star-Crossed Lovers
MyPerspectives Unit 5: Journey of Transformation

Selected Novels

*Night by Elie Wiesel
Romeo and Juliet by William Shakespeare
*To Kill a Mockingbird by Harper Lee
The Joy Luck Club by Amy Tan (selections)

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



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Teacher: Courtney Dexter, dexter.courtney@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
MyPerspectives Unit 1: American Voices	<input type="checkbox"/>	<input type="checkbox"/>
MyPerspectives Unit 2: Survival	<input type="checkbox"/>	<input type="checkbox"/>
MyPerspectives Unit 3: The Literature of Civil Rights	<input type="checkbox"/>	<input type="checkbox"/>
MyPerspectives Unit 4: Star-Crossed Lovers	<input type="checkbox"/>	<input type="checkbox"/>
MyPerspectives Unit 5: Journey of Transformation	<input type="checkbox"/>	<input type="checkbox"/>

Selected Novels	Acknowledge	Potential Conflict
*Night by Elie Wiesel	<input type="checkbox"/>	<input type="checkbox"/>
Romeo and Juliet by William Shakespeare	<input type="checkbox"/>	<input type="checkbox"/>
*To Kill a Mockingbird by Harper Lee	<input type="checkbox"/>	<input type="checkbox"/>
The Joy Luck Club by Amy Tan (selections)	<input type="checkbox"/>	<input type="checkbox"/>

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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.