



The Facing History School

English I & II

Grade 9, Period 3

Teachers: Leonora and John



You know we could
all be reading a
book right now.

Course Overview:

In English I and II, we will explore themes of identity, caring and responsibility, decision-making, and choosing to participate through our readings and writings.

9th Grade Unit Breakdown:

Unit 1: *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie

Essential Question: What does it mean to be a member of a community?

Texts:

- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
- Audio recordings and visuals where available.

Unit Learning Targets:

- 1.) I can identify the individual factors that shape my own identity.
- 2.) I can examine how setting influences one's identity.
- 3.) I can examine how stereotypes influence one's identity.
- 4.) I can evaluate the impact of internal and external conflicts on identity.
- 5.) I can analyze how conflict reveals characterization.
- 6.) I can analyze how conflict reveals cultural and racial differences.
- 7.) Using the TIED structure, I can argue whether Junior has betrayed his community.
- 8.) By participating in a fishbowl discussion, I can discuss: What does it mean to be a member of a community? (Cite evidence from novel and your own life)

Major Assignments:

- B-Layer - Argument Essay
- A-Layer - Fishbowl Discussion

Next Generation Standards:

Reading Literature: 9-10.RL.1, 9-10.RL.2, 9-10.RL.4, 9-10.RL.5, 9-10.RL.6

Writing: 9-10.W.1, 9-10.W.4, 9-10.W.5, 9-10.W.9

Speaking and Listening: 9-10.SL.1, 9-10.SL.3, 9-10.SL.4, 9-10.SL.6

Language: 9-10.L.2, 9-10.L.3, 9-10.L.4, 9-10.L.5, 9-10.L.6

Unit 2: *Night* by Elie Wiesel

Essential Question: How does dehumanization influence our obligation to others?

Texts:

- *Night* by Elie Wiesel (with audiobook)
- Historical texts and images

Unit Learning Targets:

- 1.) I can identify imagery in a text.
- 2.) I can explain how author's use of imagery creates a mood.
- 3.) Using the TIED structure, I can construct an argumentative 3-body paragraph essay.
- 4.) I can judge sources for their usefulness or credibility.
- 5.) I can document sources using appropriate MLA citation format.
- 6.) I can explain the historical circumstances of the Holocaust and other occurrences of genocide.
- 7.) I can identify and analyze the development of themes.

Major Assignments:

- B-LAYER: Character Development Essay
- A-LAYER: Socratic Seminar

Next Generation Standards:

Reading Literature: 9-10.RL.1, 9-10.RL.2, 9-10.RL.4, 9-10.RL.5, 9-10.RL.6

Writing: 9-10.W.1, 9-10.W.2, 9-10.W.4, 9-10.W.5, 9-10.W.6, 9-10.W.7, 9-10.W.8, 9-10.W.10

Speaking and Listening: 9-10.SL.1, 9-10.SL.4, 9-10.SL.5, 9-10.SL.6

Language: 9-10.L.2, 9-10.L.3, 9-10.L.4, 9-10.L.5, 9-10.L.6

Unit 3: Portfolio Unit

Essential Question(s):

- How have I grown?
- How can I assess what I have learned?

Texts: N/A; students use their work to create a portfolio; student models

Unit Learning Targets:

- 1.) I can self-assess my semester 1 or semester 2 English work.
- 2.) Through a cover letter, I can explain what I've learned from semester 1 in English class.
- 3.) I can present 3 pieces of work to a small group of peers and an adult.

Major Assignments:

- a.) Multiple drafts of cover letter
- b.) Final cover letter
- c.) Completed portfolio with 3 pieces of work that represent students' HOLs and growth.

Next Generation Standards:

Language: 9-10.L.2

Speaking and Listening: 9-10.SL.6, 9-10.SL.4, 9-10.SL.1

Writing: 9-10.W.6, 9-10.W.5, 9-10.W.4, 9-10.W.4

Unit 4: *Fences* by August Wilson

Essential Question: How do our decisions affect the people we love?

Texts:

- *Fences* by August Wilson (this is a play!)
- Clips from the production.

Unit Learning Targets:

- 1.) Using evidence from the play, I can resolve a conflict between two characters in the play.
- 2.) I can create a missing scene or rewrite a scene for the play *Fences* that includes character dialogue, stage direction, and character actions.
- 3.) I can compare the historical context of the play to social issues of today.
- 4.) I can dramatize a missing scene or rewritten scene of the play to demonstrate my understanding of characterization (character actions) and conflict.
- 5.) I can analyze literary elements of the play.
- 6.) I can formulate a judgment of a central character based on evidence from the text.

Major Assignments:

- B-LAYER - Argument Essay
- A-LAYER - Write and perform a missing scene of the play

Next Generation Standards:

Reading Literature: 9-10.RL.1, 9-10.RL.3, 9-10.RL.4, 9-10.RL.6

Writing: 9-10.W.1, 9-10.W.4, 9-10.W.5, 9-10.W.6

Speaking and Listening: 9-10.SL.1, 9-10.SL.4

Language: 9-10.L.2, 9-10.L.3, 9-10.L.4, 9-10.L.5, 9-10.L.6

Unit 5: *Speak* by Laurie Halse Anderson

Essential Question(s): Why is it important to find your voice? Then, how do you decide to use it?

Text: *Speak* by Laurie Halse Anderson

Unit Learning Targets:

- 1.) I can identify symbolism in a novel.
- 2.) I can analyze a symbol in order to create an artistic representation.
- 3.) I can evaluate how a character's decision affects his/her identity.
- 4.) I can make connections with the material in the text to my life.
- 5.) I can compare and contrast universality of themes in *Speak* with real-life experiences and/or other works of literature.
- 6.) Using credible sources and evidence, I can craft a persuasive presentation on a topic of my choosing that appears in the novel.

Major Assignments:

- B-LAYER - Essay on symbolism
- A-LAYER - Speech or presentation

Next Generation Standards:

Reading Literature: 9-10.RL.1, 9-10.RL.3, 9-10.RL.4, 9-10.RL.5, 9-10.RL.6

Writing: 9-10.W.1, 9-10.W.2, 9-10.W.4, 9-10.W.5, 9-10.W.6, 9-10.W.8, 9-10.W.10 Speaking

and Listening: 9-10.SL.1, 9-10.SL.2, 9-10.SL.4, 9-10.SL.5, 9-10.SL.6

Language: 9-10.L.2, 9-10.L.3, 9-10.L.4, 9-10.L.5, 9-10.L.6

Unit 6: Portfolio Unit

Essential Question(s):

- How have I grown?
- How can I assess what I have learned?

Texts: N/A; students use their work to create a portfolio; student models

Unit Learning Targets:

- 1.) I can self-assess my semester 1 or semester 2 English work.
- 2.) Through a cover letter, I can explain what I've learned from semester 2 in English class.
- 3.) I can present 3 pieces of work to a small group of peers and an adult.

Major Assignments:

- a.) Multiple drafts of cover letter
- b.) Final cover letter

c.) Completed portfolio with 3 pieces of work that represent students' HOLs and growth.

Next Generation Standards:

Language: 9-10.L.2

Speaking and Listening: 9-10.SL.6, 9-10.SL.4, 9-10.SL.1

Writing: 9-10.W.6, 9-10.W.5, 9-10.W.4, 9-10.W.4

Class Expectations: (Write them in from the poster on the wall)

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

Repercussions when expectations aren't met:

- 1) A verbal warning.
- 2) A private chat with Leonora or John about what the class expectations are.
- 3) Referral to the office and/or a call home.

Cell Phones

Schoolwide Policy: Cell phones are allowed in the school building but must be locked in your lockers.

If you have your cell phone out during class, **it will be taken EVERY TIME.** There will NEVER a warning or a comment like, "Put your cell phone away." **We will ask for your cell phone and depending on how you respond and react depends on what will happen with your cell phone:**

We will either keep it until:

- a.) the end of the class period then give it back to you before you leave
- b.) the end of the day then give it back to you when you come get it from one of us at the end of the day
- c.) turn the cell phone into the admin office/dean office.

If kept with us, your cell phone will be securely locked in a closet to ensure its safety.

Uniform (Hats, hoodies, and collared shirts, especially)

You are expected to follow the school uniform policy in this class.

- Most days Leonora or John will greet you at the classroom door.
- You will not be allowed to enter the classroom unless you are in full uniform.
- If you somehow manage to walk into the classroom with a hat on or a hoodie on, **we will take the hat and/or hoodie, and you will not get it back until the end of the period or the end of the day. THIS IS YOUR WARNING. THERE IS NO OTHER WARNING.** Your hat or hoodie will be securely locked in a closet in the room to ensure its safety.
- If your shirt or pants are out of uniform, (for example, your shirt does not have a collar, or you are in sweatpants that you try to pass as dress pants), you will be sent to Courtney, the main office, or the admin office to receive an appropriate uniform then return to class in appropriate uniform.

Headphones

- Headphones should not be visible on your body.
- Headphones are not allowed in your ears, draped around your ears, and all the other possible ways to wear headphones.
- Sometimes you'll be allowed to listen to music when you work, but you will be given permission to do so.

If your headphones are out, Leonora or John will ask for your headphones and depending on how you respond and react depends on what will happen with your headphones. The consequences are the same as the cell phone consequences above.

Moving around the classroom

- You are free to move about the classroom to throw something out in the garbage, stretch, etc. as long as your moving does not disrupt other students, Leonora, or John.
- If it does disrupt someone or us, we will ask you to return to your seat immediately.

Hallway Passes

- **If you come to class late**, have a pass. Do not say, "*The teacher did not give me a pass.*" It is your responsibility to ask the adult for a pass in order to enter our room late. If you do not have a pass, you will be marked as an unexcused tardy.
- **If you leave the classroom during class time**, you will get a pass.
- **If we forget to give you a pass**, it is your responsibility to ask for one.

Late to Class

- You will lose points for lateness.
- If you are late multiple times, you will get a call home.

Absent to Class

Planned Absence = you know you are going to be absent (e.g. doctor's appointment)

- For a planned absence, inform Leonora and/or John that you will be out in order for them to give you your missing work and fill you in on what you'll miss, so you do not fall behind!

Unplanned Absence = you are absent but did not anticipate or expect it (e.g. illness)

- For an unplanned absence, like you wake up sick, feel free to text, call, or email Leonora or John, so they know you will be out and can organize your work for when you return! This is not required but is a considerate, professional habit to get used to.

Regardless if your absence is planned or unplanned, **IT IS YOUR RESPONSIBILITY to come receive the work you missed that day in order to catch up.** Additionally, if you want one-on-one tutoring due to an absence, please set up an appointment with Leonora or John for before school, during lunch, or after school.

Homework

- ★ Any homework we assign is usually so you are prepared for the following class. We try to only give homework when it is absolutely necessary.
- ★ Homework will always be checked (typically in the beginning of class) either for completion or accuracy.
- ★ If homework is reading, expect to be quizzed the next day in class on the reading.

Plagiarism (copying) & Cheating

- ★ Copying and pasting someone else's words from the Internet to your assignment or paper is plagiarism if you do not cite the author and where you got the information from.
- ★ Copying someone's ideas by putting the ideas in your own words is also plagiarism if you do not cite the author and where you got the information from.
- ★ Copying another student's work is plagiarism.
- ★ Cheating on an assignment, quiz, test, etc. is, well, cheating.
- ★ Not citing sources (we'll teach you that if you don't know it already!)

All of these acts are forbidden. If you do plagiarize, you will receive a 0%, have a meeting with admin, and be offered to re-do the assignment or similar assignment for full credit.

Harmful, Hurtful, Offensive Language : If you think words have been used to harm, hurt, or offend someone, please do not let it go. Do something:

- A.) Talk to Leonora or John, so they can address it.
- B.) Respectfully address it in the moment→ Do not combat harmful, hurtful, or offensive language with MORE harmful, hurtful, and offensive language.

If we think a word is being used to harm, hurt, or offend, we will talk to the person. As members of this class, we will work really hard to not harm, hurt or offend other with our words and language choice because you all have a right to a safe and welcoming classroom environment.

Food and Drinks: Allowed as long as these conditions are met:

- You must not distract others with the food or drink
- You must pick up after yourself and leave the space free of spills and crumbs!

This is a rule that can easily be changed if we recognize that food/drinks are becoming a distraction or messes are being left in the classroom.

Bathroom/Water Fountain Policy School-wide Policy: *No students can use the bathroom during the first 10 minutes of class or last 10 minutes of class.*

- Only one person is allowed to be out of the classroom at a time.
- You must ask Leonora or John to go to the bathroom, and you must take a pass.
- You should never walk out of the classroom without asking/talking to Leonora or John first.
- Never leave the classroom without a pass.

Gradebook: Teacher gradebooks must be updated each week. We will probably do it more than that but, at minimum, the gradebook is updated once a week.

The gradebook is divided into three sections:

- ★ Learning Activities: *3-5 grade learning activities will be entered each week = roughly 60 to 80 grades per semester*
- ★ Formative Assessments: *2-4 per unit = roughly 10 per semester*
- ★ Summative Assessments: *1-2 per unit = roughly 6 per semester*

Google Classroom: A lot of our classwork, assignments and announcements will be made and done on Google Classroom. This will be reached using your Facing History School email. Your account is your firstname.lastname@facinghistoryschool.org. Example: janet.doe@facinghistoryschool.org

Supplies

- Notebook with perforated pages or loose leaf/binder
- Folder

Tutoring: Tuesdays, 3:15 - 5:00

- ***This is only for tutoring! To speak to Leonora or John about your grade, you must make an appointment.***

By appointment means you come to Leonora or John, we set up an agreed upon time to meet, and then you come in, and we meet.

Teacher Contact Information

Leonora Stein

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John Faison:

Email: