

The Facing History School

English I & II

Grade 9

Periods 5

Teachers: Sara and David



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: *How It Went Down*

Essential Question(s):

How do our experiences impact how we see others?

How does our identity shape how we understand others?

Texts:

How It Went Down by Kekla Magoon

Unit Learning Targets:

- 1.) I can evaluate the impact of the single story on an individual and community.
- 2.) I can examine how point of view and biases shape how we understand others.
- 3.) I can analyze how characterization motivates characters and shapes them.

Major Assignments:

B-Layer - Argument Essay

A-Layer – Socratic Seminar Discussion

Common Core 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 : *Fences* by August Wilson

Essential Question(s):

What responsibilities do we have to the people we love?

Texts:

Fences by August Wilson (this is a play!)

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

Common Core 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 3: Portfolio Unit

Essential Question(s):

How have I grown?

Texts:

N/A; students use their work to create a portfolio

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.

Common Core 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: *Night* by Elie Wiesel

Essential Question(s):

How does a dehumanizing experience affect a person's decision making?

Texts:

Night by Elie Wiesel

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 - Butterfly Poem

A-LAYER - Character Development Essay

Common Core 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 5: *Speak* by Laurie Halse Anderson

Essential Question(s):

Why is it important to find your voice?

Texts:

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 or essay on the topic of rape and sexual harassment in schools.

Major Assignments:

B-LAYER - Essay on symbolism

A-LAYER - Speech or Interview

Common Core 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?

Texts:

N/A; students use their work to create a portfolio

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.

Common Core 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

Required Class Materials. *You are expected to purchase and bring these materials to class no later than Monday, September 19th. The earlier, the better! :)*

- One 1-subject notebook
- Black or blue pens or pencils (whatever you prefer)
- Green and Purple pens. Not neon!!
- Facing History School gmail
- Google classroom

Classroom Rules

- 1.) Arrive early or on time.
- 2.) Do not talk when someone else is talking.
- 3.) Stay awake (don't sleep) and engaged.
- 4.) Raise your hand to participate unless otherwise instructed.
- 5.) Come prepared with required classroom materials.

If you break a classroom rule, here is the order of what will happen:

1.) Redirect

What this sounds like: *“Mike, I love your enthusiasm but remember to raise your to participate instead of calling out, so we give everyone a chance to think of an answer.”*

2.) Verbal Warning (can happen publicly or one-on-one)

What this sounds like: *“Imani, when you call out, it disrupts other people from coming to their own answer or conclusions. This is your warning about calling out.”*

3.) Sara or David request an action from you.

What this sounds like: *“Jerry, your classmate was called on but couldn’t answer because you called out the answer. Can you please apologize to him either now or sometime before class dismisses? Thanks!”*

4.) One-on-one conversation with Shannon or David (either quietly in the classroom or out in the hallway)

What this sounds like: *“Stephanie, come talk with me in the hallway.” <Then we have a conversation about calling out in the hallway.>*

5.) Sent to Courtney (Dean) or admin office with a call home.

What this sounds like: *“Chris, today is just not your day. I need you to take your stuff and this pass and head to the admin office. I’ll pop in after class to talk with you.”*

Cell Phones

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

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 or teacher desk 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 Shannon or David 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 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, Sara or David will ask for your headphones and depending on how you respond and react depends on what will happen with your headphones:

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 headphones will be clearly labeled and securely locked in a closet to ensure its safety.

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 or teachers.
- 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 *School-wide Policy: 3 lates = 1 absence in the class*

- If you are with an adult and going to be late to class, ensure the adult writes you a pass. If you are just late for no good reason, please come in, sign the late log, join us, and get to work. Don't waste more learning time racing around the school trying to find some adult to write you a pass. After 3 lates, a call will go home.

Absent to Class

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

- For a planned absence, come inform Sara and/or David 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 Sara or David, 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.

CHECK GOOGLE CLASSROOM!

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 Sara or David 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 asking you to read, 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 Sara and David, 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.

****We know it is not feasible to create a space where harmful, hurtful, offensive words and language are not used because we are all human and make mistakes. However, we aim to create a classroom where we all work tirelessly and to the best of our ability to not harm, hurt, or offend others. If/when we do offend someone, we work to remedy that or if we are offended, we work to communicate with the person, who offended us, about the harmful, hurtful, or offensive language used in order for it to, hopefully, not be used again. ****

Food and Drinks

- We do not mind if you eat or drink in our classroom as long as it is not a distraction to others around you.
- You must also 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 Sara or David for permission to go to the bathroom, and you must take a pass.
- You should never walk out of the classroom without asking or talking to Sara or David first.
- Never leave the classroom without a pass.

Gradebook

Teacher gradebooks must be updated each weekly. 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

Office Hours

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

Teacher Contact Information

Sara Berger

Email: sara@facinghistoryschool.org

David Flores Greenfield:

Cell Phone: (512) 743-9706. *Feel free to text or call; however, please do not text or call after 8pm. Thanks!*

Email: david@facinghistoryschool.org