

Clairemont High School

Academy of Business

2013-2014 English 3-4 Syllabus

Teacher: Rick Roehrich
Room: 309
e-mail: rroehrich@sandi.net
Phone: (858) 273-0201 (ext. 4309)
Prep period: Period 4

Time available for additional assistance: 2:30-3:00 daily. Please make an appointment for any other time. That way, I know you are coming by.

Course Overview

COURSE DESCRIPTION: AOB English 3-4 is a standards-based, year-long English class especially designed to help students increase their abilities in all areas of language: reading, writing, speaking, and listening. We read texts in a variety of genres, including fiction (novels and short stories), nonfiction (expository and informational texts), drama, and poetry. There is an emphasis on reading for comprehension, analysis, interpretation, and making connections, and on persuasive writing, expository writing (writing to explain), and writing in response to literature (focused essays, academic, journals, research). Writing conventions are studied for reinforcement and refinement through a structured program as well as through on-going application to written work. Vocabulary is developed through a program of study and words in context. All units of study are aligned with the California Language Arts Standards for 10th grade. In addition to a challenging curriculum, the course is designed to prepare students to pass the California High School Exit Exam (CAHSEE), which is taken in the spring by all 10th graders. The state of California has established this exam as a graduation requirement. All students must pass the CAHSEE in order to graduate from high school. Because the 10th grade is the pivotal year for high school students, we will focus our efforts this year on achieving student success.

During the early part of this year, we will be working with a curriculum, "Career Choices," that will help each student formulate a plan for success. Over time, this will become a 10-year plan that will allow students to map a future that includes college and/or career. This curriculum contains many reading, writing, and reflective opportunities that will complement the goals of the experience you will have throughout your time as a member of the AOB.

TENTATIVE PLAN

Unit/Theme	Core Literature/Materials	Main Written Product
1. Choosing Success	Davis, Jenkins, Hunt, <i>The Pact</i>	Autobiographical Incident
2. Career Quest	Various	Career Research
3. Literary Elements	Textbook	Literary Analysis
4. Never Again?	Wiesel, <i>Night</i>	Research Project (expository)
5. College Quest	Various	College Researchj
6. Whom Can You Trust?	Shakespeare, <i>Othello</i>	Journal, Literary Response
7. Good or Evil?	Golding, <i>Lord of the Flies</i>	Literary Response Essay
8. This I Believe	Essay Handouts	Final Oral Presentation

Typical Unit

Each unit will be similar to this first unit for the year, "Choosing Success," and will include these components:

- Thematic Focus (Choosing Success)
- Core Text (Davis, Jenkins, Hunt, *The Pact*)
- Career Choices Curriculum
- Related Literature (short stories, poetry, film)
- Related Nonfiction (articles, essays)
- Vocabulary (words in context and regular weekly vocabulary program)
- Daily Oral Language (grammar and conventions)
- Writing (major process piece for each unit as well as smaller writing tasks)
- Goal Setting and Journaling
- Independent Reading (outside reading of quality fiction and nonfiction)
- Intensive CAHSEE preparation (December-March)

STUDENT LEARNING OUTCOMES:

Students will:

- Read and understand grade-level appropriate material and analyze the organizational patterns, arguments, and positions advanced;
- Read and respond to socially and culturally significant works of literature that reflect issues and concerns in their lives and conduct in-depth analyses of major themes;
- Write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates the student's awareness of audience and purpose, and it progresses through the stages of the writing process;
- Deliver both formal and informal presentations that combine the rhetorical strategies of narration, exposition, persuasion, and description, demonstrating effective organizational strategies and delivery techniques.

Core Text: McDougal Littell, Literature. Please note: It is your responsibility to keep this book in a place where you can find it easily and quickly (for example, under your bed at home or in your locker) so that you can bring it to class when you are requested to do so. Other texts will be available through the CHS Library as they are needed. Students are responsible for all texts and will be charged for lost, damaged, or defaced books.

Grading Policy: Students are expected to keep up with all written and other assignments. Grades will be calculated through the use of a point system; points are accumulated throughout the semester. The final semester grade reflects all work done during the semester. Students should make every effort to complete each assignment; to do nothing earns a 0, and will make it more difficult to pass the course. Total points for each semester will be added and computed so that points fall into grade ranges as follows:

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

Homework/Classwork: You will be assigned 90-120 minutes of homework and classwork each week. Much of the homework is long-term, such as outside reading and writing projects, so you should learn to pace yourself and work on a regular basis. Any assignments are due at the beginning of the date/period requested. All written work must be completed in black or blue ink only (no other colors will be accepted), typed or very neatly handwritten, double-spaced, and written on one side of the page only. There are no exceptions to these requirements. Late work is generally not accepted, except in the case of an excused absence. It is the student's responsibility to complete all assignments on time.

Citizenship

Classroom Rules

- All CHS rules apply, including those concerning electronics (phones, Ipods)
- Be on time every day
- Be respectful
- Complete all work on time
- No gum, food, or drink (water is OK)
- No electronics—these are confiscated
- Maintain a portfolio of significant work

Classroom Environment: We seek to establish an environment in which all students focus on success and learn to respect themselves and all members of our classroom and campus community. Every student has the right to learn.

Classroom Condition: I like a neat room. Absolutely no food or drinks—other than bottled water—are permitted. Please do not chew gum in this room. Clean up after yourself. Pick up paper and other trash and dispose of it.

Tardies: Tardies interfere with the education of the tardy student as well as the entire class. For each tardy, the student will lose 10 citizenship point. Additionally, 10 minutes of after-school detention are assigned for each tardy. Students may choose to addend detention the same day or the following day. Ongoing tardy problems will require parent contact, either on the phone or in-person at school.

Attendance: Good attendance is essential to learning. All students are expected to attend each class period. A student cannot successfully complete the class if he/she misses more than six (6) classes in a 6-week grading period. Students are responsible for informing themselves of and completing work missed due to absence. Students are encouraged to have at least two e-mail/phone “buddies,” who can provide information regarding missed assignments.

Passes: Bathroom and other passes are generally not available. Students are expected to remain in class for the full class period. However, in the event of a serious need, passes will be issued to those students who are willing to make up the class time missed after school. There are no exceptions to this requirement. **If you are unwilling or unable to make up the time after school, do not ask for a pass. You will not receive one.**

Teacher-Parent Communication: Parents will receive progress reports from Clairemont High School every six weeks. If you have special questions or concerns, please e-mail or call me. I will return your call within one day whenever possible. For phone calls, be sure to leave a phone number and a time when you can be reached. In general, if a student receives a referral or other significant disciplinary interaction, the parent or guardian will be called for consultation.

Parent/Guardian Signature Sheet

It is important that you read the syllabus with your student. That way, both of you know what is expected in your student's 10th-grade English class. Please provide the following information and sign on the line provided. This information helps to ensure that communication is quick and efficient. Please print your responses neatly. Thank you for your help.

Student name (print): _____

Parent/Guardian name (print): _____

Relationship to student (parent, aunt, grandparent): _____

Home phone number: _____

Work phone number: _____

Email address: _____

Best time to call: _____

Student Signature: My signature indicates that I have read and understood the syllabus and I know what to expect from my 10th-grade English class.

Name: _____ **Date:** _____

Parent/Guardian Signature: My signature indicates that I have read and understood the syllabus and I know what to expect from my student's 10th-grade English class.

Name: _____ **Date:** _____