Course Overview

This course is designed to expand on concepts taught in ninth grade, including the writing process, reading comprehension, literary terminology, and language usage. Students will read from multiple genres to understand complex literary elements. Writing encompasses multiple genres but focuses primarily on research techniques and argument.

Unit One

Anchor Text: *The Tragedy of Macbeth*

Essential Standards:

* RL/RI 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* RL/RI 2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* RL/RI 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
* L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
* L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit Two

Anchor Text: *Animal Farm*

Essential Standards:

* RI/RL 6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
* RI 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is relevant and sufficient; identify false statements and fallacious reasoning.
* L 6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Three

Anchor Texts: *Night, Cry the Beloved Country, In the Time of the Butterflies*

Essential Standards:

* W 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
* W 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
* SL 1: Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expression their own clearly and persuasively.
* L 3: Apply knowledge of language to understand how style functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Unit Four
Anchor Text: *Lord of the Flies*

Essential Standards:
* RI/RL 7: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
* W 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
* W 8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Course Texts

Required Materials
* pencils/pens
* highlighters
* book cover (if needed)
* 2-pocket folder
* fully-charged device
* agenda/planner (recommended)

Policies and Expectations

Attendance
The Nampa School District has an attendance policy which limits the number of days that a student may be absent from school. As with anything in life, classroom instruction, questions and answers, cooperative learning, etc. can never be duplicated; therefore, it is to your advantage to be in class and on time every day. Consequences for students who are absent or tardy are outlined in the student handbook and will be enforced. If you are absent, it is your responsibility to check the Learning Management System (LMS), itslearning, for assignments missed.

Assignments
You will have two due dates for all assignments: a window of opportunity and a last acceptable date.

Window of Opportunity
This date range will allow plenty of time for you to complete the work in an acceptable and proficient manner. To turn work in during the Window of Opportunity (WOO), it must be complete and ready for grading; work that is incomplete will be marked "incomplete" and returned to you for completion by the Last Acceptable Date. Work submitted after the WOO may be penalized, and it must be accompanied by a reflection form.

Last Acceptable Date
The Last Acceptable Date (LAD) is the last day to submit evidence of your learning. The school-wide semester LADs are January 12 and May 31. Revision is an important part of the learning (and writing) process; therefore, students are encouraged to continue working toward skills mastery by revising/reattempting assignments up until the LAD.
Assessment
The purpose of grading is to communicate your progress toward learning goals, provide information for you to evaluate your own progress, offer incentives for you to learn, and inform me as the teacher about the effectiveness of my instruction. Your work this semester will fall under two categories:

Formative Assessments
This category is used to assess your understanding of the skills and standards that are the direct focus for each unit. These assignments are used to build proficiency on course outcomes and to provide opportunities for feedback on your learning. All formative assessments may be revised after additional instruction and/or proof of learning.

Summative Assessments
This category is used to assess your proficiency on the standards that have been focused on throughout each quarter. Longer assignments such as essays, projects, and tests fit in this category and are used to show growth and mastery of standards; as such, they will determine your semester grade. Revision of summative assessments is up to teacher discretion.

Grade Scale

<table>
<thead>
<tr>
<th>Level</th>
<th>Letter</th>
<th>Proficiency Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A</td>
<td>Enriched Understanding: thorough understanding of the concept or skill; extends understanding beyond the requirements of the learning target.</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>Proficient: complete and correct understanding of the concept or skill.</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>Exploring: foundational understanding of the concept or skill.</td>
</tr>
<tr>
<td>1</td>
<td>D</td>
<td>Building Readiness: partial mastery of prerequisite knowledge and a rudimentary or incomplete understanding of the concept or skill.</td>
</tr>
<tr>
<td>0</td>
<td>I</td>
<td>Incomplete Learning: little to no evidence of student learning.</td>
</tr>
</tbody>
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Plagiarism and Academic Integrity
The goal of the Nampa School District is to establish a challenging learning environment and to produce life-long learners. Therefore, all work submitted by a student is expected to be the result of that student’s ideas and efforts; when the work is not, the student has engaged in academic dishonesty. Cheating, including plagiarism, on any assignment will be scored "incomplete" and appropriate consequences will be assigned. A student who willfully supplies materials to another student for copying is considered subject to the same penalties.

Classroom Library
My classroom library is a resource to be used voluntarily by students; it is not a mandatory part of my class and no credit will be assigned for making use of it. However, I strongly encourage all my students to browse and explore the reading material available to them. The rules for the use of my library are as follows:

* Only one book may be checked out at any time. You may keep that book for as long as you wish (up until the end of the school year), but you may not check out another book until the previous one is returned.
* Books that are lost or damaged must be replaced with a replacement copy of the same book. Alternately, you may choose to pay a $5 fine towards the cost of a replacement.