

College and Career Exploration and English 1-2 Course Syllabus 2019-2020

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CCE Course Description:

This class is an opportunity for ninth grade students to gain exposure to the working world they will one day enter, and the ways that postsecondary options, including college, will help them in the future. The intention is to “connect the dots” between school and career in ways that keep students motivated to continue to explore career interests throughout high school and to graduate with the skills they will need for the future. After having chances to reflect on their current strengths and interests, students in this course will gain exposure to a wide range of possible careers, the basics of personal finance, the value of community service, and the expectations for college entrance and scholarships. Students will learn to utilize a variety of digital communication tools, including the creation of a digital portfolio that will demonstrate students’ proficiencies with the Oregon Career Related Learning Standards and AVID Grade 9 Elective Standards. By the end of the course, students will have opportunities for meaningful exploration that will create excitement around college and career to give students a clear pathway to their future possibilities.

Units of Study:

High School 101

Developing a Growth Mindset

Healthy Relationships and Communication

Social Media and Technology

My Four Year Plan

Social Justice and Equity

Post High School Pathways

Resume Building

Budgeting Basics

Year Review

Additional Skills:

Silent Sustained Reading (SSR)

Article Annotation and Reflection

AVID Critical Reading Strategies

English 1-2 Course Description:

This required course emphasizes the interior and exterior forces that shape identity and the development of empathy through the study of literature. Students will develop an understanding of literary terminology; develop reading, writing, and speaking skills; and develop analytical and critical thinking skills. Students will focus on self-discovery as well as begin to develop an empathetic worldview.

Theme Topics:

Self, family, and community

Identity and self-discovery

Coming-of-age

Sympathy vs. empathy

Moral code

Major Texts:

Speak

The Absolutely True Diary of a Part-time Indian

Catcher in the Rye

This Side of Home

Major Assignments:

5-Part Paragraphs

Thematic, motif, and character analysis essays

Personal narrative

Socratic seminars

9th grade priority standards

Priority Standards
<p>RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 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.</p> <p>RI 2 - Determine a central idea of a text and analyze 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.</p> <hr/>
<p>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.</p> <ul style="list-style-type: none">a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>W 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none">a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>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.</p> <p>W 6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <hr/>
<p>L 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">a. Use parallel structure.*b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <hr/>
<p>SL 1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

General Information for CCE and English 1/2

Required materials:

Multnomah County Library card

Pens and pencils

CCE AND English 1-2 notebook

Franklin High School student planner

Binder section or folder for CCE and English 1-2

Reading material (novel, short story, article, etc. we are reading)

SSR book (for CCE)

Grading CCE: Students are evaluated on the basis of their classwork, notebook, and their completed portfolio pieces. No homework will be assigned, however any work that is not completed in class will need to be completed at home. Grades will be updated on Synergy at least every two weeks.

Grading Eng 1-2: Each unit will include classwork, quizzes, graded discussion, and a final test, project, or essay. Classwork will be graded for completion; everything else will be graded for correctness. Grades will be updated on Synergy at least every two weeks.

Grading Scale: A=90-100% B=80-89% C=70-79% D=60-69% F=0-59%

Late Work Policy:

Late classwork will be accepted for half credit if turned in before the end of the unit. Projects and major writing assignments will be accepted late with a grade penalty of 10% for the first three days, and a penalty of 20% thereafter. Students have one week to make up quizzes and tests. If an extension is needed, student must communicate with me no fewer than twenty-four hours before the assignment is due.

Absences:

If a student is absent, they must refer to Google Classroom to find the missed activities and assignments. Students are expected to return to class knowing what occurred during the missed class(es) and with any handouts distributed during the absence(s). Handouts can be printed from Classroom or found in the CCE and English 1-2 bins.

Tutorial:

If a student is struggling in class or has missed several classes, they should attend tutorial. I am in M-210 on A-Tutorial and in M-232 on B-Tutorial. I am also available by appointment in the afternoon.

