I. Course Summary

This year long course is aligned to the English course co-taught by Mr. Nelson and Ms. Burkstrand. Students will receive supplemented instruction that is appropriate for their level of learning. Students will be engaging in contemporary American fictional literature. Students are expected to write and demonstrate their ability to critically think and analyze text. Emphasis on productive language skills, such as writing and speaking, will be utilized throughout this course.

II. Units of Study - not in the order covered

* Unit: Southern Gothic + To Kill a Mockingbird (film) - Orientation in time and space

* Unit: Fiction: Their Eyes Were Watching God - Orientation in time and space

* Unit: Fiction: Montana 1948 + Selected Short Stories– Orientation in time and space

* Unit: Fiction: Native American Literature - Identities and relationships

* Unit: Novel: The Kite Runner - Orientation in time and space

* Unit: Drama: Macbeth - Identities and relationships

* Unit: Contemporary American Literature - Personal and cultural expression

III. Standards and IB MYP Aims

WIDA Standard 2: English Language Learners will communicate information, Ideas, and concepts necessary for academic success in the content area of Language Arts.

<table>
<thead>
<tr>
<th>State Standards</th>
<th>IB Middle Years Program Aims</th>
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<tbody>
<tr>
<td><strong>LANGUAGE ARTS STANDARDS:</strong></td>
<td>Use the language as a vehicle for thought, creativity, reflection, learning and self-expression.</td>
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<tr>
<td><strong>Reading Literature</strong></td>
<td>• Comprehend more clearly aspects of their own culture and those of other cultures by exploring the interdependence of human beings through a variety of works.</td>
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<tr>
<td>- Craft and Structure</td>
<td>• Explore the many facets of the language through the use of media and information technology.</td>
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<tr>
<td>1. 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</td>
<td>• Develop the skills involved in speaking, listening, reading, writing, and viewing in a variety of contexts.</td>
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<tr>
<td><strong>Reading Informational Text</strong></td>
<td>• Develop a critical approach to studying and analyzing literature.</td>
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<tr>
<td>- Key Ideas and Details</td>
<td>• Consider the role of literature both culturally and historically.</td>
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<tr>
<td>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>• Reflect on the learning process in various ways and at various stages.</td>
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<tr>
<td><strong>Writing</strong></td>
<td>• Empathize with real people fictional characters as and when appropriate.</td>
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<tr>
<td>- Text Types and Purposes</td>
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<tr>
<td>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
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<tr>
<td>- Research to Build Knowledge</td>
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<tr>
<td>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;</td>
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narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

**Speaking and Listening**
- Presentation of Knowledge and Ideas
  4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Language**
- Conventions in Writing and Speaking
  3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Vocabulary Acquisition and Use
  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

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**IV. Text/Resources**
Edge Reading Books and Assignments
Novels and free choice books
Other materials will be provided by the teacher.

**V. Methodology**
In MYP, teachers and students work together to develop a variety of skills, especially critical thinking and reflection. Students take responsibility for their learning through individual and group work, answering unit and guiding questions, and building on their self-advocacy.

**VI. Methods of Assessment**
Highland Senior uses a 70%/30% system. 70% of the grade is based on summative assessments and 30% of the grade is based on formative assessments. In this class, students will complete a variety of IB MYP assessments in Language Acquisition such as projects, presentations, papers, tests, and quizzes. Assessments like these give students a chance to show their understanding and skills.

**Language Acquisition Criterion**

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Comprehending Written/ Visual Text</th>
<th>Answering questions about a speech, picture, song, poem or other type of text. Explaining the meaning of a text.</th>
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<tbody>
<tr>
<td>Criterion B</td>
<td>Comprehending Written/ Visual Text</td>
<td>Reading assignments and written reflections about the text</td>
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<tr>
<td>Criterion C</td>
<td>Communicating in Response to Spoken, Written, and Visual Text</td>
<td>Speaking and writing for specific purposes</td>
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<tr>
<td>Criterion D</td>
<td>Using Language in Spoken and Written form</td>
<td>Presentations, papers, and speeches</td>
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</table>

IB MYP rubrics use an 8-point international scale, with 8 representing “excellent achievement” and 1 representing “limited achievement.” When these assessments will be counted toward students’ grades in the class, they will be converted to a standard A, B, C, D, N scale and the point value will appear on the rubric. Parents & guardians, please ask your student to share their rubrics with you.
Please also see Highland Park Grading and Assessment Policy on the Highland Park Senior High Webpage for additional information about assessment.

VII. Other Course Information and Expectations

Class Expectations:
Be Safe, Respectful, and Responsible
School policies will be followed regarding electronic devices, headwear, attire, inappropriate language, absences, tardiness, etc. Cell phones are NOT to be used during class at any time. It is expected that iPads are brought to school fully charged every day for use in class.

Homework Expectations:
Homework is expected to be completed for this class. Late work will be accepted up to 3 days late with a 10% reduction in score. Assignments will be posted in Schoology.

Cheating and Plagiarizing:
Please refer to the “Highland Park Senior High School Grading and Assessment Policy” for further information on cheating and plagiarizing (intentionally or unintentionally), etc.

Extra Assistance:
I am available to help students most afternoons after school by appointment. Bus tokens are available in the main office for students who stay after school with a teacher due to needing academic assistance, completing missed assessments, etc.

Materials Needed / Supply List:
Notebook to be used for this class only
Pens and/or Pencils
iPad—charged and with you each day

__________________________________________
Course Outline Signature:
I have read and understand the expectations, policies, and procedures in the course syllabus. Please return completed by Friday, September 6th, 2019.

_____________________________________________________________________________________________
Student Signature                                      Date

_____________________________________________________________________________________________
Parent/ Guardian Signature                             Date

Email: _______________________________________________

Best phone number to contact: _________________________