



**Class Description**

English 1-2 is the first course in the series for required English graduation credits. It is designed to prepare students to meet proficiency on the Arizona English 9-10 standards that includes reading, writing, speaking and listening and language skills. The course includes thematic units with fiction and non-fiction short and longer texts and writing topics that are relevant to students' personal life experiences and engages them in evidence based reading and writing.

**Textbook:**

*Pearson MyPerspectives,  
 Grade 9*



myPerspectives ELA  
 National Grade 9

**Units of Study:**

1. *Unit 1:* Identity
2. *Unit 2:* What Makes a Hero?
3. *Unit 3:* Civil Rights and Youth Advocacy
4. *Unit 4:* Tribalism, Fate vs. Free Will, and What Impacts Our Lives
5. Identity

**Informational texts/Articles:**

- Newsela
- Common Lit
- Video transcripts

**Classroom Expectations**  
**Be a S.T.A.R.**

**School Rules:** Adhere to the school rules in the student handbook

**Time:** Be on time to class

**Attitude:** Maintain a positive attitude

**Respect:** Respect yourself, others, classroom materials, and school property

**Title I Program**

Academic tutoring and test preparation is available to all students. Additional support for passing classes and graduating on time is the intent of these services. Support through Title I funding is available in the areas of: math, reading and English. If interested, please contact the Principal Mrs. Simmons or Assistant Principal for Instruction Ms. Loker for additional information at 602-764-2000.

Students may participate in tutoring as needed during the 2:25-3:00PM timeframe on TEAMS for academic support.

**Classroom Materials:**

The student will bring the following materials to class every day:

1. Laptop, headphones and other tech resources
2. Pen, pencil and eraser
3. A composition book
4. Novel to read when done with work.

Students will utilize TEAMS as our primary form of learning- including classroom meetings, classroom assignments, and classroom resources. I will also record live classes as a resource tool for students to review and access for support.

**Grading Policy**

We will be using evidence-based grading this year. The purpose is to ensure that your student's grade is a true reflection of their learning progress. Evidence-based allows us to give grades based on your student's ability and personal growth.

Students will have the opportunity to present evidence of their achievement toward each learning target throughout the year.

The final semester grade will reflect the proficiency grades for each learning target and standard in the course: Reading, Writing, Speaking/Listening and Language.

**Evidence-based Grading**

- 4—Exceeds expectations of learning target mastery
- 3—Demonstrated learning target mastery
- 2—Is in progress of learning target mastery
- 1—Is not yet making progress or is making minimal progress toward learning target mastery
- NE= No Evidence towards progress

**Grade Reporting—Final grades**

A—a score of 3 or above in **all** standards

B—a score of 2 in any one standard, with a score of 3 or 4 in the remaining standards

C—a score of 2 in more than one standard (no score of 1)

D—a score of 1 in at least one standard, with a score of 2 or above in at least one standard

If students are experiencing technical difficulties with their PC, contact [helpdesk@phoenixunion.org](mailto:helpdesk@phoenixunion.org). We will provide tech support remotely when possible and in-person by appointment when needed.

F—a score of 1 in each standard and/or majority of NE scores

\*\*Students receiving grade accommodations/modifications on an IEP or 504 will be adjusted accordingly.

\*\*Athletes must earn a grade of D or better to comply with Maryvale's "No Pass, No Play Policy".

**Progress Reports**

Progress reports will be submitted every three weeks. You and your parent will have access to view your grades through the online system Student and ParentVUE. See the school website and contact the school registration office for usernames and passwords to gain access required to view grades.

**Movie Clips:**

To enhance literature and concepts studied throughout the year, it may be necessary to show short clips of movies that go along with what we are reading. Additionally, we may show other video/movie clips as outlined in the District approved curriculum. By signing the last page of this document, you give consent for your child to view these movies and the curriculum videos/movies.

**English Program Goals**

- ✓ Students will demonstrate mastery of reading, writing, speaking and listening skills, and language concepts.
- ✓ Students will read and view fiction and nonfiction texts to acquire new information, to enjoy, to build personal fulfillment, and to be successful in society and the workplace.
- ✓ Students will read a wide variety of literature to understand and interpret the human experience.
- ✓ Students will investigate topics by gathering, evaluating, and synthesizing information from a variety of print and non-print sources and will communicate the results of their investigations to appropriate audiences for a variety of purposes, using print and non-print.
- ✓ Students will refine their writing skills in the context of expository, argument and reflective writing.
- ✓ Students will utilize MLA guidelines for citing information

All class activities will be designed to meet the state and district standards.

**Make Up Work:**

It is the responsibility of the student to obtain the work from an absence. Make up work follows the same concept recovery guidelines. Students will be allowed to come to tutoring for additional support and work completion without penalty. Student attendance is important since the student will have the best learning opportunities in the classroom.



**Classroom Contract**

The student will:

1. Show respect and courtesy to everyone in the class.
2. Respect all class materials and procedures.
3. Comply with any reasonable request made by the teacher.
4. Participate in learning during entire class period.
5. Be on time and prepared to learn every day.

The teacher will:

1. Show respect and courtesy to everyone in the class.
2. Respect all class materials and procedures.
3. Make only reasonable requests of the students.
4. Provide learning opportunities during entire class period.
5. Be on time and prepared to teach every day.

"We either make ourselves miserable or we make ourselves strong. The amount of work is the same." ~Carlos Castaneda

## 12 Things Successful People Do Differently

1. They create and pursue focused goals
2. They take decisive and immediate action
3. They focus on being productive, not being busy
4. They make logical, informed decision
5. They avoid the trap of trying to make things perfect
6. They work outside of their comfort zone
7. They keep things simple
8. They focus on making small, continuous improvements
9. They measure and track their progress
10. They maintain a positive attitude as they learn from mistakes
11. They spend time with the motivational people
12. They maintain balance in their life

[www.dailyquotes.co](http://www.dailyquotes.co)

## Attendance

“Absent” is defined as nonattendance in an assigned class or activity for more than one-half of the period. (PUHSD Governing Board Policy J-1561 JHR).

“Tardy” is defined as not being in the assigned class or activity when the tardy bell has finished ringing. (PUHSD Governing Board Policy J-1561 JHR).

Students may fail the class for the semester in any course, when reaching a total of 12 excused/unexcused absences and after school-documented interventions have been exhausted. (Student Procedures Handbook page 22)

## My 10

In addition to the books we will read as a class, you are required to independently read one self-selected book a month.

I believe that all students can learn, that all students are capable of success, and that all students are worthy of my utmost respect and effort. My goal is to create and maintain a classroom environment built on mutual respect and a love of learning. In this environment, students will realize their fullest potential as they develop both the skills and the desire to learn throughout the rest of their lives.

# WHY READ?

## Ten Reasons

By Kelly Gallagher, *Deeper Reading*, 2004

**Reading is rewarding.**

20 minutes of reading per day per year...  
...over a million words per year.

**Reading builds a mature vocabulary**

Students who read for fun score higher on standardized writing tests. (Grade 12 in 2005; Scores range from 0-300)

**Reading makes you a better writer.**

"If you don't have the time to read, you don't have the time (or the tools) to write. Simple as that." -Stephen King

"One characteristic emerges as a significant predictor of success... grit. Grit is passion and perseverance for very long-term goals. Grit is having stamina. Grit is sticking with your future, day in, day out, not just for the week, not just for the month, but for years, and working really hard to make that future a reality." (Angela Lee Duckworth)

**Reading is hard and "hard" is necessary.**

"The 25 fastest growing professions have far greater than average literacy demands."

Almost 50% of people with the lowest literacy skills live in poverty.

14.5% of Americans with poor reading skills are underemployed.

In the business world, a person typically spends two hours a day reading...

**Reading well is financially rewarding.**

25-40% of all children will have their educational careers cut short because they cannot read well enough.

**Reading opens the doors to college and beyond.**

Only 25% of students in 2012 were ready for college-level reading as predicted by the ACT.

"Reading is an essential component of college and workplace readiness."

And 11% of entering college students must take remedial reading courses.

70% of those taking the remedial classes fail to earn a college degree

**Reading arms you against oppression.**

85% of juvenile offenders are unable to read

**Reading is rewarding.**

"When he was nearly thirteen, my brother Jim got his arm badly broken at the elbow."

"If you really want to hear about it, the first thing you'll probably want to know is where I was born..."

"The boy with fair hair lowered himself down the last few feet of rock and began to pick his way toward the 'cave'."

"When I stepped out into the bright sunlight from the darkness of the movie house, I had only two things on my mind. Paul Newman and a ride home."

**Reading develops a moral compass**

85% of juvenile offenders are unable to read