

Common Syllabus for English Freshman Seminar
English Department • La Jolla High School
Essex
2019-2020

1. Course Rationale (from the San Diego Unified’s Course of Study K-12 (<http://www.sandi.net/page/1606>))

English language arts, K–12, focuses on the process by which we learn and use language. Students increase their communication abilities through reading, writing, speaking, and listening experiences that are related to and reinforce one another. Instruction respects the home language of students and builds from this base the English language skills needed to communicate effectively.

English language arts instruction is designed to support students in developing proficiency in reading, writing, speaking, and listening. The instruction is intended to support students in achieving the California English language arts standards for each course in the English language arts curriculum.

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through grade 12. In 2010, California joined with what is now a group of 44 other states to adopt the same standards for English language arts and mathematics. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the CCSS to prepare students for success in college and the workplace. The San Diego Unified School District is working toward full implementation of the CCSS for the 2014–15 school year, which is reflected in the following course description. If the course description includes a notation: [UC] [CSU] it means that the course is accepted by the University of California and the California State University systems as a college-bound course.

2. Official Course Description from the LJHS Academic Handbook

ENGLISH 1, 2 SEMINAR [GATE SEMINAR HUMANITIES PROGRAM] Grade 9 [UC] [CSU]

A course designed to immerse students in a differentiated language arts/literature program focused on literary analysis, criticism, and research which will enhance students' oral and written communication skills, as well as interpersonal and leadership capacity. Students will discover a unity in all of man's imaginative expression through the study of archetypal patterns in literature found in mythology, the epic, and works of tragedy, satire, irony, comedy, and romance.

Prerequisite: District-identified seminar status, with the exception of the Cluster section of the class. A grade of “A” or “B” in both semesters of the previous English class.

3. Grading

Scholarship Grades

Grades are calculated using a point system. Assignments that are turned in late will not be eligible to receive the highest grade possible. All late and makeup work is due by a cutoff date announced by the teacher prior to the end of the quarter. Late work affects a student’s citizenship grade. Turning in work on time is expected/appreciated! Excessive absences which keep a student from participating in class may lower grades. Students must accumulate the following percentage of points possible in order to earn a scholarship grade of:

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

Writing	35%
Classroom Participation	10%
Test and Quizzes	25%
Homework	10%
Reading	10%
Final Exam	10%

Warning about Plagiarism In addition to the above, a student may receive a low scholarship grade based on refusal to follow the academic honesty policy. A first offense for plagiarizing or copying is a 0 on the assignment. Second-time offenders may earn an F in the class. Plagiarism includes copying someone else’s work, in part or whole, and/or passing someone else’s work off as one’s own; or, using direct quotes or underlying ideas from other sources without citation. These are serious offenses—in college, a student can get expelled for plagiarism. Do not do it!

4. Pacing Guide for Freshman Seminar English

Quarter	Curriculum
1	<p>Unit 1: Literary Analysis: Part I Exploring the depths of literary analysis through a mix of classical and contemporary pieces, opening work on creating and defending a relevant thesis statement, grammar and writing tools.</p> <p>Unit 2: The Nontraditional Epic Protagonist: Part I Using a combination of literature and art as a vehicle to explore the atypical epic hero as a means of depicting the relevance and/or irrelevance of human decision making. Drafting papers for grammatical and syntactical correctness.</p> <p><i>Quarter 1: Summative Review/Interim Literacy Assessment from the District</i></p>
2	<p>Unit 3: Literary Analysis: Part II Using fiction and nonfiction pieces, a comprehensive look at relevance in writing and developing a cohesive and cogent argument. Continued emphasis on the mechanics of writing.</p> <p>Unit 4: The Epic: Part II Through an in depth reading of <i>The Odyssey</i>, a study of: Greek roots, historical perspective, and the evolving characteristics of the epic hero.</p> <p><i>Final Exam: The Odyssey</i></p>
3	<p>Unit 5: Literary Perspective A look at writing, from classical to modern pieces, as a means of social commentary. Reviewing writing techniques that are used in all styles of writing. Creating works that are both emotive and truthful.</p> <p><i>Quarter 3: Summative Review/District Interim Literacy Assessment</i></p>
4	<p>Unit 6: Short Story Reading, analyzing, and ultimately creating short stories. Emphasis on the story-telling techniques utilized in this genre as an insight into the progression of the American Dream.</p> <p>Unit 7: Shakespeare Review of the historical and literary significance of the playwright. In depth reading of <i>Romeo and Juliet</i>. Creative project related to thematic issues of the piece.</p> <p><i>Final Exam</i></p> <p><i>Note: While the curriculum will follow these general guidelines, classroom dynamics, student interest and input, and the goal of providing individual instruction, all within the confines of the Common Core Standards, will remain paramount. Creativity will be embraced and student involvement in classroom direction encouraged.</i></p>

5. Student Expectations for Success

The extent to which a student will succeed in this course involves a combination of time management, goal-setting, and adherence to societal expectations regarding interaction with and respect for fellow students and staff. To have effective time management skills, maintain a calendar/planner and devote enough time each night to complete the homework, review concepts, and study, as well as read regularly for schoolwork and for pleasure. To meet goals, continue a cycle of self-reflection: what did I need to learn today (what was the purpose of the lesson), did I achieve the stated outcome, and what can I do to continue to improve/learn? To achieve success in the La Jolla High School environment, read the following descriptions of values, expected outcomes, and citizenship grade expectations, then act accordingly.

Campus Citizenship Values

These things are valued on campus: We all need R.O.O.M. **R**espect **O**wnership **O**pen communication & patience **M**anners

La Jolla High School's Schoolwide Student-Learner Outcomes (SSLOs)

1. Students will demonstrate effective oral and written communication skills, and will be able to use technology when applicable.
2. Students will develop the interpersonal skills necessary to work collaboratively, ethically, and effectively with others in order to be contributing members in a global society.
3. Students will be able to demonstrate the higher order thinking skills of analysis, synthesis, application, and evaluation.
4. Students will be able to demonstrate knowledge of the world's various viewpoints, belief systems, and cultures as well as American core values.

Citizenship Grades

To graduate from high school, and to participate in many extracurricular activities including athletics, you are required to maintain a 2.0 grade point average in citizenship. The following descriptions should provide a guide in determining what you can expect in this course.

4.0 E = Excellent 3.0 G = Good 2.0 S = Satisfactory 1.0 N = Not Satisfactory 0.0 U = Unacceptable

To earn a citizenship grade of:

- E** The student demonstrates the citizenship values above, consistently participates in class, and shows leadership qualities. The student has no warnings or reminders about behavior. The student consistently meets and often exceeds behavioral expectations. His/her absences are minimal and excused. The student follows classroom rules consistently and dependably. The student completes assignments on time. The student has fewer than four tardies.
- G** The student demonstrates the citizenship values above, participates a few times, has at most one reminder about behavior. The student typically displays positive behavior and contributes to the learning environment. The student is consistently on task and engaged. The student follows classroom rules. The student generally submits work on time. The student may have one to four tardies.
- S** The student may demonstrate citizenship values above, but his/her participation is inconsistent. The student has turned in late work more than a few times. The student is inconsistent about following classroom rules. The student has been warned about a recurring unacceptable behavior and has not corrected or changed his/her behavior. The student may have more than four tardies. The student may have one or two unexcused absences.
- N** The student does not demonstrate citizenship values above. The student frequently exhibits disruptive behavior and fails to follow classroom rules. The student is almost always late with assignments, or does not turn them in at all. Negative behavior patterns have not improved. The student may have more than five tardies. The student may have three unexcused absences.
- U** The student breaks classroom rules regularly (at least weekly, sometimes daily), and has received multiple warnings. The student makes little attempt to change his/her behavior. The student seldom completes work. The student may have more than 6 tardies, three or more unexcused absences (or one verified truancy), or has exhibited behavior in class that led to severe disciplinary action.

Universal Tardy Policy

First week of each semester	Tardy grace period. One-on-one conference. Tardies will not be recorded and will not be applied to the consequences.
1-3 tardies	The teacher gives verbal warning, institutes classroom-based consequences at the discretion of the teacher, and makes contact home (via e-mail, letter, or phone call).
4 th tardy	Citizenship grade lowered one grade.
5 th tardy	Teacher makes second contact with parent.
6 th tardy	Teacher writes referral for defiance. Counselor/administrator assigns afterschool detention.
Beyond 6 tardies	Further interventions may include lowering the citizenship grade to a U, additional referrals, parent conference, and/or Saturday school.

Unexcused Absence Policy

By the end of each quarter, teachers will check the absences records for students and count the number of unexcused absences. One to two unexcused absences may reflect a clerical error or failure by the parent to call in an excuse. But a third unexcused absence in a 9-week quarter shows a pattern of absences that will lower a student's citizenship grade to an N. Four or more unexcused absences will earn the student a U. If an unexcused absence is verified as a truancy then the citizenship grade may drop immediately to a U.

6. Homework Requirements

Students will be expected to...

- Begin homework in class when time is provided
- Submit a printed copy of homework on the day it is due. (electronic if requested)
- Be willing to share their findings in class

7. Student Support Plan

Before a unit of instruction begins:

- The daily agenda will be posted in the classroom.
- The relevance of the lesson will often be the opening writing or discussion of the day

During instruction:

- The teacher or student will provide instructions in at least two ways (verbal, written).
- Individual instruction will take place during class time when feasible.
- Small group interactions will provide opportunities for peer editing and concept clarification.
- The teacher is available after school if a student needs further clarification or help with an assignment.
- The teacher will answer questions via e-mail (but not the night before an assignment is due).

After assessment:

- Students will have the opportunity of reviewing work with both peers and instructor.
- All tests are final. No retakes are allowed.