

Excel Academy

**Course Syllabus**

**Our Mission:**

EXCEL Academy’s mission is to serve a diverse range of high school students looking for an accelerated or non-traditional path towards success. Through the use of data-driven research, EXCEL Academy provides high educational standards and accountability in order to prepare students for both graduation and post secondary readiness.

**All EAHS graduates will demonstrate characteristics within the following areas:**

* ***Key Cognitive Strategies*** – Students will demonstrate skills involving problem solving, research, interpretation, and reasoning. All with precision and accuracy.
* ***Key Content Knowledge*** – Students will demonstrate key foundational content and “big ideas” from all core subjects.
* ***Academic Behaviors*** – Students will learn to time manage, possess study skills, set goals, have self-awareness and persistence.
* ***Contextual Skills and Awareness*** – Students will be aware of all essential process in order to navigate within college systems. (Admission requirements, affording college, college types and missions, college culture, exposure to college professors)

**Course Title: English 1**

**Teacher’s Name: Mrs. Tammy Trujillo, griego-trujillo\_tamara@dpsk12.org**

**Textbooks/Materials Used**: GRADE 9- UNIT 1 – TENSION IN SOCIETY / ACCELERATED READING / FENCES PLAY/ HUNGER GAMES 1

**Course Emphasis:** Utilizing specific power standards to prepare for post-secondary education and career readiness

**Course Expectations:** ALL EAHS students are expected to conform to all policies and standards found within the Excel Academy student handbook.

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| Classroom Supplies | NOTEBOOK, PENCIL, TEXTBOOKS, AND A GOOD ATTITUDE  |
| Standards AddressedCommon Core or Colorado Content Standards | Power Standards: 9TH and 10th 2016-17Reading:CCSS.ELA-LITERACY.RL.11-12.1Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.CCSS.ELA-LITERACY.RL.11-12.2Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.CCSS.ELA-LITERACY.RL.11-12.5Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.CCSS.ELA-LITERACY.RL.11-12.7Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)Writing:CCSS.ELA-LITERACY.W.11-12.1Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.CCSS.ELA-LITERACY.W.11-12.1.AIntroduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.CCSS.ELA-LITERACY.W.11-12.1.BDevelop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.CCSS.ELA-LITERACY.W.11-12.2.AIntroduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.CCSS.ELA-LITERACY.W.11-12.2.B |
| Grade Scale | 90% - 100% = A80% - 89% = B70% - 79% = C60% - 69% = D |
| Excel Behavior Expectiatons | P PromptP PoliteP PreparedP ParticipateP Pride  |
| Support | Make-up Work can be turned in up until the 7th week of the 9 weeks. Any additional content area support students must talk with their teacher.  |
| Parent Communication | Parents will be contacted by phone and/or e-mail. |

**Course Calendar**

Sessions

Week (1) …………………………………………...…Unit 1 Tension in Society

CLO – Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly using vocabulary from short stories in writing paragraphs.

Week (2) ………………………….………………...Unit 1 – Tension in Society

CLO – Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly using vocabulary from short stories in writing paragraphs

Week (3) …………………...…….......................................Unit 1 – Tension in Society

CLO – Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly using vocabulary from short stories in writing paragraphs

Week (4) ………………………………............................…. Interim 1 = Tension in Society

CLO– Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly using vocabulary from short stories in writing paragraphs

Week (5) ……………………………………………… ……..…Unit 1 Tension in Society

CLO - Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly using vocabulary from short stories in writing paragraphs

Week (6) ………………………………………………………...Unit 1Tension in Society

CLO – Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly using vocabulary from short stories in writing paragraphs

Week (7) ………………………………Unit 1 Tension in Society (Cornerstone)

CLO – Students will create a storyboard and/or act a scene from an earlier moment in Troy’s life that reveals tension and impacts the person he revels himself to be in “Fences” by completing their own Narrative writing using the scenes from the book and/or making their own scenes up focusing how tension is built

Week (8) ……………………………… Unit 1 Tension in Society (Cornerstone)

CLO - Students will create a storyboard and/or act a scene from an earlier moment in Troy’s life that reveals tension and impacts the person he revels himself to be in “Fences” by completing their own Narrative writing using the scenes from the book and/or making their own scenes up focusing how tension is built

Week (9) ……………………………………………………………Final – Unit 1 Tension in Society (Cornerstone)

 CLO – Students will create a storyboard and/or act a scene from an earlier moment in Troy’s life that reveals tension and impacts the person he revels himself to be in “Fences” by completing their own Narrative writing using the scenes from the book and/or making their own scenes up focusing how tension is built

Week (10) ………………………………Unit 2 – “The Good, the Beautiful, and the True”

CLO – – Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly using vocabulary from short stories in writing paragraphs.

Week (11) ………………………… Unit 2 – “The Good, the Beautiful, and the True”

CLO – – Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly using vocabulary from short stories in writing paragraphs.

Week (12) ……………………………………………………. Unit 2 – “The Good, the Beautiful, and the True”

CLO – – Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly using vocabulary from short stories in writing paragraphs.

Week (13) ………………………………………………Semester 2 Interim 1 Unit 2 – “The Good, the Beautiful, and the True”

CLO – – Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly using vocabulary from short stories in writing paragraphs.

Week (14) ………………………………………………………...… Unit 2 – “The Good, the Beautiful, and the True”

CLO - – Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly using vocabulary from short stories in writing paragraphs.

Week (15) …………………………................................................... Unit 2 – “The Good, the Beautiful, and the True”

CLO – – Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly using vocabulary from short stories in writing paragraphs.

Week (16) …………………………................................................... Unit 2 – “The Good, the Beautiful, and the True”

CLO – – Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly using vocabulary from short stories in writing paragraphs.

Week (17) …………………………................................... Unit 2 – “The Good, the Beautiful, and the True”

CLO - – Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly using vocabulary from short stories in writing paragraphs.

Week (18) …………………………...................................... Unit 2 – “The Good, the Beautiful, and the True”

CLO – – Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly using vocabulary from short stories in writing.

**Detach below and return with your parent/guardian signatures by: \_\_\_\_\_\_\_\_ (date)**

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**I acknowledge receiving a copy of the Course Syllabus for \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (course)**

**Class Period \_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Print) (Sign)**

**Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Print) (Sign)**