

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 4**

**Teacher’s Name: David Gonzalez—David\_Gonzalez@dpsk12.org**

**Textbooks/Materials Used**: GRADE 12- UNIT 1 – LITERATURE AND CLASS

**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 Addressed  Common Core or Colorado Content Standards | RL.11-12.1-3, RL.11-12.5, RL.11-12.7  RI.11-12.1,RL.11-12.2, RI.11-12.4, RI.11-12.6-9  W.11-12.1, W.11-12.2, W.11-12.4, W.11-12.7-9  L.11-12.1-3, L.11-12.6  SL.11-12.2-3 |
| Grade Scale | 90% - 100% = A  80% - 89% = B  70% - 79% = C  60% - 69% = D |
| Excel Behavior Expectiatons | P Prompt  P Polite  P Prepared  P Participate  P 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

SWBAT… CONSTRUCT two or more central ideas of Mahatma Gandhi’s Non Violence is the First Article of My Faith by conducting close reads of the text and answering text-dependent-questions incorporating academic vocabulary, as well as citing textual evidence for the answers they provide. (Rl.11-12.1, Rl.11-12.2)

Activities

PRE TEST

Star Reader

Accelerated Reader activities

Smart Guess Vocabulary Activity

Frayer Model Graphic Organizers

Close Reads—(Comprehension, Interpretation, and Analyzing)

Word Synonym activity

Seminar Discussion

Week #2

SWBAT… CREATE informative/explanatory texts that examine and convey complex ideas, utilizing clear and coherent writing techniques BY incorporating crucial information from selected reading and backing their conclusions with textual evidence relating to their claims. (Rl.11-12.1, W.11-12.2, W.11-12.4, L.11-12.6)

Activities

DPS Writing Resources activities to emphasize the writing process

Drafting, Revising, Editing— Short Essay answering the Culminating Question

Accelerated Reader 360 Activities

Week #3-6 Anchor Text and Unit Essay

SWBAT… DRAW evidence from informational texts to support analysis, reflection, and research, BY conducting a close read of the New York Times Bestseller, Class Matters, and write their arguments to support claims in an analysis of substantive topics; citing textual evidence to support these claims in a clear and coherent essay. (W.11-12.9, Rl.11-12.1,Rl.11-12.2, Rl.11-12.5, Rl.11-12.6, W.11-12.4)

Activities

Read Class Matters (1 chapter a day?)

Vocabulary Activity

Text Dependent Questions (daily)

Target Word Activity

Analysis of Langston Hughes poem Mother to Son

Draft, Revise, and Finalize—Write a well-developed essay answering the Culminating Question using the book, DPS Writing Resources (provided by the teacher), and exemplar annotated essay.

Star Reader

Accelerated Reader 360 Activities

Week #7-8 Cornerstone

SWBAT… INTEGRATE and EVALUATE multiple sources of information presented in different media or formats BY CONDUCTING independent research on an aspect of class in Denver and create a work of advocacy and presenting their findings and supporting evidence to the class. (SL.11-12.4, W.11-12.9, L.11-12.6, L.11-12.3, Rl.11-12.1)

Activities:

Vocabulary Activities

Read Alliance for Justice’s “What is Advocacy?’

“Class Research Project Advocacy/Presentation Brainstorming

DPS Student Presentation Checklist/Rubric

PRESENT!

Accelerated Reader 360 Activities

Week #9 Unit Exam Prep

SWBAT…CONSTRUCT a well-developed argumentative essay in which they analyze how social mobility in South Africa was similar or different to social mobility in America in Nelson Mandela’s “An Ideal for which I am prepared to die” speech from April, 1964 BY citing textual evidence throughout which supports the conclusions they have drawn on the concepts discussed in class; all while answering the Culminating Question presented on the Unit Exam. (Rl.11-12.1, Rl.11-12.2. Rl.11-12.5, W.11-12.4,W.11-12.9, L.11-12.1, L.11-12.2, L.11-12.6)

Activities

Read and discuss Nelson Mandela and the historical context of his speech

Drafting, Revising, Editing—Essay answering the Culminating Question

Accelerated Reader 360 Activities

Star Reader

**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)**