

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 3**

**Teacher’s Name: Jon Owen—jon\_owen@dpsk12.org**

**Textbooks/Materials Used**: GRADE 11- UNIT 1 – AND JUSTICE FOR ALL

**Course Emphasis:** Utilizing specific writing, listening, and speaking 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 | RL.11-12.1-3, RL.11-12.5, RL.11-12.7RI.11-12.1,RL.11-12.2, RI.11-12.4, RI.11-12.6-9W.11-12.1, W.11-12.2, W.11-12.4, W.11-12.7-9L.11-12.1-3, L.11-12.6SL.11-12.2-3 |
| 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

Course Calendar

Sessions…

Week 1

SWBAT…CONSTRUCT two or more central ideas of Self Reliance by Ralph Waldo Emerson and analyze their development over the course of the text BY conducting close reads of the text, participating in open discussions, and answering essential questions incorporating academic vocabulary throughout.(Rl.11.2, Rl.11-12.4, L.11-12.6)

Activities:

The teacher will introduce Key Vocabulary and students will complete a three column chart labeled “Academic Vocabulary, Smart Guess, and Academic Definition”

Read essay—Self Reliance. (Comprehension, Interpretation, Analysis)

Statements vs. Aphorisms

Closed List Group Label (Academic Vocabulary activity)

Week 2

SWBAT…DETERMINE an author’s point of view or purpose in a text as well as analyze how style and content contribute to the overall effectiveness of a text BY conducting a close read of Jonathan Edward’s Sinners in the Eyes of an Angry God and comparing and contrasting Edwards’ and Emerson’s perspectives on Human Agency. (Rl.11-12.6, Rl.11.3, Rl.11-12.4, L.11-12.6)

Activities:

Review Self Reliance and previous academic vocabulary

Introduce new academic vocabulary—(Target vocabulary—students discuss what they think each word means, then goes over each definition as a class)

Imagery and Language #1 Activity

Imagery and Language #2 Activity

Imagery and Language #3 Activity

Seminar Discussion

Week 3

SWBAT…CONSRUCT a short essay answering the culminating question provided, explaining how Edwards and Emerson convey contrasting perspectives on Human Agency BY citing textual evidence within both texts and draw their own conclusions on the concepts discussed with peers; incorporating target vocabulary throughout. (W.11.2, Rl.11.1, W.11.4, W.11.9, L.11-12.1-3, L.11-12.6)

Activities:

DPS Writing Resources activities to emphasize the writing process

Weeks 4-8: Anchor Text The Crucible

SWBAT…ANALYZE the concept of “Human Hysteria” and its historical context by conducting a close read of Arthur Miller’s The Crucible and constructing a well-developed essay; citing textual evidence throughout which supports their conclusions on the concept after in-depth discussions, analysis of the text, as well as target vocabulary within the text. (Rl.11-12.1, Rl.11-12.6, Rl.11-12.7, W.11-12.1, W.11-12.8, SL.11-12.1, SL.11-12.4, SL.11-12.6)

Activities:

Read The Crucible

Puritan/Vocabulary rating scale

Text #1 and #2 graphic organizers

Text-Dependent questions

Academic Vocabulary activities

Seminar Discussion

The Crucible Justice Tracker

Drafting, Revising, Editing—Essay answering the Culminating Question

Week 9: Unit Exam Prep

SWBAT…CONSTRUCT a well-developed essay in which they analyze how Frederick Douglass contrasts laws with justice in selected chapters from Narrative of the Life of Frederick Douglass, 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.

Activities:

Read and Discuss selected chapters from Narrative of the Life of Frederick Douglass

Drafting, Revising, Editing—Essay answering the Culminating Question

**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)**