

Barry Goldwater High School, A+ School of Excellence



2023-2024 School Year

Teacher Name: Tamara Juarez

Teacher Page: <https://www.dvusd.org/Domain/8403>

Name of Course: English Language Arts 1-2

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** Email is the preferred communication method, and all emails will be returned within 48 hours. A phone call or Zoom call can also be arranged.*

Cultural Vision:

BGHS is committed to providing continuous opportunities to demonstrate achievement and personal growth in a collaborative student-centered community of diversity and kindness. To this end we embrace standards-based practices and focus on student learning and growth.

SUPPLIES LIST

- Chromebook and charging cord provided by DVUSD
- One college-ruled composition notebook
- 1 2-pocket folder
- Pencils and blue/black pens
- Loose leaf notebook paper.
- Independent reading novel (your own copy or from BGHS library)
- BGHS School Planner

GUARANTEED AND VIABLE CURRICULUM

BGHS students will develop their reading, writing, speaking and listening skills by utilizing analysis, organization, production and language skills in innovative and creative ways. These skills will be assessed individually and collectively multiple times throughout the semester in order to determine student growth and achievement. Students are encouraged to work toward the highest level of achievement and to challenge themselves to grow and learn to their highest ability.

There are state standards, district curriculum expectations and a scope and sequence to ensure students are learning alongside their peers and at Goldwater we also focus heavily on critical thinking skills, communication skills, life skills, and habits of mind. Please check Canvas, PowerSchool, and/or the BGHS course website for the standards, performance objectives and rubrics for grading.

Classroom Expectations

Be prompt, prepared, respectful, and committed to the class, the instructor, and to one another. In the event that any of us are not prompt, prepared, respectful, and committed, we must take responsibility and make amends while accepting the consequences of our actions.

What to do immediately upon entering this classroom:

1. Enter the room quietly and look at the smart board to determine learning goals and bell work tasks.
2. Turn all electronic devices off and place them in your backpack.
3. Take out your Chromebook and all necessary materials.
4. Begin bellwork independently.
5. Contribute to the learning and work hard to demonstrate your abilities.

Course Outline of Units and Expected Time Frames

Fall Semester			
Unit Title	Essential Standards	Department and District Assessments	Expected Timeframe
Fiction: The Stories We Tell Anchor Texts: <i>Humans of New York</i> <i>Freedom Writers' Diary</i>	RL 1: Cite thorough textual evidence RL 2: Find and analyze themes W 3: Write narratives	Reading Inventory Life in 3D Project and Presentation	Weeks 1-11
Picture This: Let's Explore Anchor Texts: Various informative texts and TedTalks	RI 1: Cite thorough textual evidence RI 2: Identify central idea W 2: Write informative texts	S1 District Interim Assessment Semester Final: TedTalk Summative	Weeks 12-19
Spring Semester			
Unit Title	Essential Standards	Department and District Assessments	Expected Timeframe
The Art of Persuasion Anchor Text: <i>I Have a Dream</i> (King) <i>Students will write an on-demand argument essay.</i>	RI 6: Analyze author's purpose RI 8: Identify logical fallacies	Argumentative Essay	Weeks 1-5
Novel Approaches to Life Anchor Text: <i>The Hate U Give</i> (Thomas)	RL 2: Analyze development of a theme RL 6: Analyze Author's Choices: PoV	S2 District Interim Assessment	Weeks 6-16
Sweet Sorrow Anchor Text: <i>Romeo and Juliet</i> (Shakespeare)	L5: Analyze Figurative Language	ACT/Aspire Reading Inventory Final Summative Project: <i>Romeo and Juliet</i> Choiceboard	Weeks 17-21

+ All titles subject to change at the discretion of the teaching team

The following resources and videos or clips may be used to support or enhance student learning:

- Most Dangerous Game: 1932 (NR)
- Gnomeo and Juliet (PG)
- Romeo and Juliet: 1968 (PG) 1996 (PG-13) 2014 (PG-13)
- Various TED-Talks and/or Spoken Word Poems on related subjects or themes
- Various Disney/Pixar short films on related subjects or themes
- Nonfiction articles on related subjects or themes from academic sources such as Common Lit and News-ELA

++The student or parent may request a meeting with the teacher if there are questions regarding the resources or to request alternative assignments.

Independent Reading

Through independent reading, students develop crucial skills, explore multiple genres and themes, and foster a lifelong love for literature as well as demonstrate progress toward mastery of Arizona essential standards. At BGHS, we value independent reading and student choice in our ELA classes. Upon occasion, students, in agreement with their guardians, will be responsible to select independent reading books that align with their interests and reading levels.

Grading and Feedback

At Barry Goldwater High School, we believe that a positive attitude and strong work ethic driven by the goal of continuous improvement are essential for student success both in high school and in life. Each piece of a student's work is crucial as it provides an opportunity for feedback to foster improvement and growth academically, socially, and emotionally. All coursework, both summative (assessments) and formative (practice), is of value and influences a teacher's understanding of student learning and growth. In order to ensure that teachers provide feedback based on student learning, DVUSD uses levels of proficiency based upon a student demonstrating what they know and can do relative to the IB Middle Years Program (MYP) Criteria, IB Diploma Criteria, and Arizona content standards. Feedback may be verbal or in writing and is intended to be timely and clear to provide the necessary support for a student to reach the next level of proficiency. Our expectation is that each student achieves mastery of each concept measured on a summative assessment.

Students will receive marks for their proficiency towards the standards using the following scale. These marks are for information and do not calculate the student's overall course grade.

4 = Highly Proficient 3 = Proficient 2 = Partially Proficient 1 = Minimally Proficient

Proficiency marks for each standard measured will use the following guide to assign a score to the assignment. Parents will be able to view the percentage score for each grade book entry with the letter grade mark on the front page of the PowerSchool parent portal or by the student PowerSchool site.

Highly Proficient A 100%-90%			Proficient B 89%-80%		Proficient C 79%-70%	
100-97	96-94	93-90	89-85	84-80	79-75	74-70
All 4's on standards	All 4's except for one 3	Mostly 4's with some 3's and/or 2's	Mostly 3's with some 4's All 3's on standards	Mostly 3's and 4's with a 2	Mostly 3's with some 2's	Mostly 2's with 3's and/or 4's
Partially Proficient D 69%-60%			Minimally Proficient F 59%-50%			
69-65		64-60	59-56		55-50	
Mostly 2's and 3's with a 1		All 2's on standards	Mostly 2's and some 1's		All 1's on standards	
No Evidence						
49% - 0%						

Gradebook Categories:

ASSESSMENT (80%) This category includes ALL items used to measure a student's proficiency towards the learning standards once the student has had sufficient practice and at a specified point in time. Items in this category include, but are not limited to, summative tests, performance assessments, reports, unit or module assessments, quizzes, long-term projects, short-term projects, presentations, capstone projects, research papers, and lab reports.

COURSEWORK (20%) This category includes formative work that provides students with the opportunity to learn content and skills and to receive feedback on their learning. Coursework is assigned to provide meaningful, independent practice, reinforce learning targets, and extend learning. Items in this category include in-class assignments, quizzes, exit tickets, checks for understanding, and daily activities.

PRACTICE (0%) This category includes formative student work that a student completes while in the process of learning specific skills.

Reassessment & Reperformance

Retakes: A student completes another assessment of the same standard. The assessment to be retaken may be in the same format or a different format. The higher of the two scores will be entered in the gradebook. To earn a retake opportunity, a student must complete all of the following:

- Complete all formative coursework related to the content/skill assessed
- Within 5 school days of receiving the assessment score, the student must communicate with the teacher to create a reassessment plan. Submit a reassessment plan or application, if required by the teacher.

Reperformance: The student will be reassessed on the same standard multiple times during a semester. All reperformance scores related to the targeted standard may be changed to reflect this new evidence of learning in the gradebook.

Late Work

An assignment is considered late work when the assignment is not submitted by the due date that was established, but is submitted within the parameters listed below.

In order for Late Work to be accepted, the assignment must meet the following parameters:

- Assignment is not due within the class period
- Assignment is not a timed activity (such as a quick-write essay)
- Assignment is not a long-term assignment (over multiple weeks)
- Assignment is submitted prior to the end of the instructional unit

ELA 1-2 Late Work Policy: **Coursework is only accepted up to 2 weeks past the original due date.**

Make Up Policy

Students are expected to complete and submit all assignments missed as a result of an absence. A student has one (1) day to make up assignments for each day of absence. Coursework and assessments assigned prior to the absence(s) may still be due on the date assigned. It is the student's responsibility to check in with teachers via email or to review Canvas for work missed and a possible adjustment of due dates. Teachers may choose to schedule an appointment with the student to arrange due dates as needed. Make-up work for an extended or any absence can be accessed via our Learning Management System (LMS) called Canvas. (per BGHS Student and Parent Handbook)

Reporting Timeline

In order to provide better communication of student progress, an up-to-date progress report will be available on the dates listed below. Progress reports indicate where a student is with regard to achieving proficiency with the content standards and process skills at that point in time. A final grade will be given at the end of each semester. Students have many opportunities in each class to continue their learning, reassess, and grow.

Fall Semester Progress Report Reporting Dates	Spring Semester Progress Report Reporting Dates
August 18th September 8th September 29th October 20th November 17th December 8 December 16th January 3rd *- End of Semester in PowerSchools	January 19th February 8th March 1st March 22nd April 12th May 3rd May 16st May 17th - End of Semester in PowerSchools

Your final mark will be determined by assessment of your proficiency in the standards for the course. Work will be assigned and should be completed in order to gain proficiency in skills and develop a thorough understanding of the concepts. Each piece of work is crucial as it provides opportunity for feedback, improvement and demonstration of growth.

Positive Choices

Increased Learning	Positive feelings	Positive attention
Higher achievement levels	Increased confidence	Positive peer relationships
More/ higher level skills	Increased success	Positive relationships with staff
Scholarships, better jobs	Increased respect	Internships and opportunities

Consequences of Poor Choices

Offense	Minor Offenses	Major Offenses
1st	- Conference with student to reteach expectations - Documented in PBIS Rewards as a minor referral	- Staff member completes a major referral in PBIS Rewards - Administrator completes Due Process - Consequences are assigned - Data entry completed - Copy of processed referral form sent to teacher
2nd	- Conference with student to reteach expectations - Documented in PBIS Rewards as a minor referral - Staff contacts guardian	
3rd	- Conference with student to reteach expectations - Documented in PBIS Rewards as a minor referral - Staff assigns after school detention	
4 th and Beyond	- Conference with student to reteach expectations - Documented in PBIS Rewards as a major referral - All future offenses are documented as major referrals	



BULLDOG PACK MATRIX

	CLASSROOM	COMMON AREA	RESTROOM/LOCKER ROOM
PRIDE	- Support your peers - Produce work you are proud of - Be actively engaged	- Use positive language - Clean up after yourself	- Respect school property - Clean up after yourself
ACCOUNTABILITY	- Be on Time - Personal devices away - Ready to Learn	- Move with purpose - Have pass and ID	- Use Restroom Before/After Class or at Lunch - Use for intended purpose
COURAGE	- Stand up for what's right - Try something new	If you see something, say something	If you see something, say something
KINDNESS	Treat ALL with Respect	Include everyone	- Respect others space and privacy - Wash hands

At BGHS we want students to learn how to leverage technology and its applications to make life easier and to enhance their performance now and in the future. We know that integrating tech into our classrooms is one way to expose students to the potential benefits of technology while at the same time helping them learn how to use these powerful tools responsibly. All students will receive a Chromebook they can use to complete their schoolwork. Since ALL students have access to a computing device, they will not need to use personal electronics during class time. As a courtesy and to ensure we focus on academic pursuits, **we require students to silence their phones and put away all personal electronics during instructional time.**




Tech Policy




When entering classroom student will put away non academic technology, (phones, earbuds etc)

<u>1st & 2nd Incident:</u>	<u>3rd Incident:</u>	<u>4th & Beyond:</u>
- Student asked to put away electronic device (phone, earbuds etc.) in a secure location as designated by the teacher. Minor offense in PBIS.	- Student is sent with electronic device to the PRIDE office using purple pass. - The device will remain in a secure location in PRIDE office until end of day. - Teacher assigns after school detention Minor offense in PBIS	- Student is sent with electronic device to the PRIDE office using purple pass. - The device will remain in a secure location in PRIDE office until end of day. Major Referral

Use of LLMs or Artificial Intelligence technology:

DVUSD has determined that the use of Large Language Models (LLMs), such as ChatGPT, is prohibited unless clearly specified by your teacher. Specific guidelines will be provided in the assignment details. If you are unsure if the tool or website you are using is an LLM or if it is permitted on a specific assignment, please contact your teacher before submitting your work.

Attendance/Tardies

Our school motto is “Attend Today, Achieve Tomorrow.” This motto is an extension of our belief that regular attendance will equate to the attainment of excellence later in life. Remember, the benefit of lectures, discussion and participation is lost forever to those who are absent. Everyday counts! Students who miss more than 10% of the class or school year are at risk of losing credit. (12 Class Periods)

Students are expected to arrive on time to each class daily. Remember, the school day starts at 7:30 am. Students who arrive to class, after the bell, but within the first TEN minutes of class, are tardy. Students who arrive later than 10 minutes will be marked absent. Excessive tardiness will result in a major referral.

Being punctual or being respectful of another’s time is an important part of a culture of kindness.

1. If you struggle to be on time... **BE EARLY.**
2. Once you arrive, don’t leave... **ENTER CLASS ONCE**
3. No hall passes during the first and last...**5 MINUTES** of class.
4. All students who are not in class can be approached by... **FACULTY and STAFF.**

Remember, Attend Daily, On Time, Ready to Learn!

Out-of-Class Policies

Teaching and learning time is a priority. Students are asked to make every effort to be in class from bell to bell.

We ask that students limit the number of passes they request in a semester.

Students are expected to utilize the 5-minute passing periods and the 30-minute lunch period to check messages, and use the restroom, etc.

If students need to leave class, they must get teacher approval and fill out an eHall pass.

GOLD and Advisory Periods

At BGHS, learning is the constant expectation however, the time and support provided is what varies. Student mastery of content and each student's social and emotional well-being are equally important.

Advisory time on Mondays helps to ensure we develop a sense of belonging and connectivity at Goldwater.

GOLD time (Get Our Learning Done) is provided Tuesdays through Thursdays. During GOLD time, teachers work with students who need additional support or time to become proficient.

It is imperative that students check Flex Time Manager during Advisory to see if they have been requested by a teacher or to choose a session to work toward the next level of proficiency whether it be content knowledge or a related skill. The student will report to that location during GOLD time. Attendance is taken.

Confirmation of Syllabus 2023-2024

My signature is provided to confirm I have received the Course Syllabus for English Language Arts 1-2. My review of this supports an awareness of the learning expectations for this course as well as the course outcomes.

Written materials such as articles, stories, excerpts and the novels as well as videos and technology are used in the classroom to support the teaching of the State Standards and this level of information may be found in the Canvas course that accompanies the class.

I am aware that I am invited to **Meet the Teacher Night, 8/3**, and I am also able to speak directly with a teacher if I have questions.

BGHS also provides intervention staff, social workers and counselors who are available to provide information and support. Please contact the main office for more information or see the parent tab on the BGHS Website.

I understand the late work policy: Coursework is only accepted up to 2 weeks past the original due date.

Parent Initials _____ Student Initials _____

I understand that in order to retake any assessment I must complete all formative coursework related to the content/skill assessed and communicate my plan to my teacher within 5 school days of receiving the assessment score.

Parent Initials _____ Student Initials _____

I understand the purpose of GOLD day sessions and will sign up every week in advisory.

Parent Initials _____ Student Initials _____

I understand that **cell phones and/or other personal electronic devices or accessories are not allowed** and will be confiscated and turned over to the office immediately following the BGHS Electronics Policy.

Parent Initials _____ Student Initials _____

I understand the importance of attendance and that I may not receive credit for the class after **12 unexcused absences**.

Parent Initials _____ Student Initials _____

I understand that any communication regarding assignments, grading, absences, or any coursework should be communicated to the teacher through email or Canvas message.

Parent Initials _____ Student Initials _____

A signature indicates that you have reviewed the syllabus for this class. A missing signature does not communicate that your student will not participate in the activities and course lessons and outcomes.

STUDENT'S SIGNATURE

PRINTED NAME

DATE

PARENT/GUARDIAN SIGNATURE

PRINTED NAME

DATE