



Mountain Range High School
 12500 Huron Street • Westminster, CO 80234
 Office: (720) 972-6300 • Fax: (720) 972-6529
<http://www.mountainrange.adams12.org>



School Year	2017-2018	Teacher Name	
Office		Website	
Phone		Email	

Course Name	CP English 10			
Course Description	This course will focus on an exploration how writers of both fiction and non-fiction make conscious choices of technique and research sources to effectively communicate their ideas to their audiences. Students will participate in a variety of inquiry-based and verbal activities; write narratives, informative, and persuasive pieces; and read to explore the relationship between a work's historical or cultural context and the impact of the work itself. Readings will include a Shakespeare play, seminal U.S. documents, as well as a range of literature from the U.S. and around the world.			
Unit of Study	Approximate Timeline of Unit	Primary Text(s) with Descriptions from Amazon.com and notation of mature content	Text(s) support students with the following assessments:	Targeted Date of Assessment
Analyzing Literary Non-fiction	6 weeks	<p>Various essays, speeches, and other forms of literary non-fiction</p> <p><i>Winter's Bone</i> by Daniel Woodrell</p> <p>Ree Dolly's father has skipped bail on charges that he ran a crystal meth lab, and the Dollys will lose their house if he doesn't show up for his next court date. With two young brothers depending on her, 16-year-old Ree knows she has to bring her father back, dead or alive. Living in the harsh poverty of the Ozarks, Ree learns quickly that asking questions of the rough Dolly clan can be a fatal mistake. But, as an unsettling revelation lurks, Ree discovers unforeseen depths in herself and in a family network that protects its own at any cost.</p>	<p>Scored discussion</p> <p>Style analysis essay</p>	Sept-Oct



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		<p><i>Winter's Bone</i> was named a <i>New York Times</i> Notable Book in 2010 (Profanity, violence, drug use)</p>		
<p>Literary Argument</p>	<p>6 weeks</p>	<p><i>The Scarlet Letter</i> by Nathaniel Hawthorne</p> <p>Like all of Hawthorne's novels, "The Scarlet Letter" has but a slender plot and but few characters with an influence on the development of the story. Its great dramatic force depends entirely on the mental states of the actors and their relations to one another, —relations of conscience, — relations between wronged and wrongers. Its great burden is the weight of unacknowledged sin as seen in the remorse and cowardice and suffering of the Rev. Arthur Dimmesdale. Contrasted with his concealed agony is the constant confession, conveyed by the letter, which is forced upon Hester, and has a double effect, — a healthful one, working beneficently, and making her helpful and benevolent, tolerant and thoughtful ; and an unhealthful one, which by the great emphasis placed on her transgression, the keeping her forever under its ban and isolating her from her fellows, prepares her to break away from the long repression and lapse again into sin</p>	<p>Scored Discussion Literary Analysis essay</p>	<p>Oct-Nov</p>



		<p>when she plans her flight. Roger Chillingworth is an embodiment of subtle and refined revenge. The most striking situation is perhaps "The Minister's Vigil," in chapter xii. The book, though corresponding in its tone and burden to some of the shorter stories, had a more startling and dramatic character, and a strangeness, which at once took hold of a larger public than any of those had attracted. Though imperfectly comprehended, and even misunderstood in some quarters, it was seen to have a new and unique quality; and Hawthorne's reputation became national</p> <p><i>Lord of the Flies</i> by William Golding</p> <p>Lord of the Flies remains as provocative today as when it was first published in 1954, igniting passionate debate with its startling, brutal portrait of human nature. Though critically acclaimed, it was largely ignored upon its initial publication. Yet soon it became a cult favorite among both students and literary critics who compared it to J.D. Salinger's <i>The Catcher in the Rye</i> in its influence on modern thought and literature. Labeled a parable, an allegory, a myth, a morality tale, a parody, a political treatise, even a</p>		
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		<p>vision of the apocalypse, Lord of the Flies has established itself as a true classic. (Mild profanity and Violence)</p>		
<p>Comparative Analysis</p>	<p>6 weeks</p>	<p><i>The Perks of Being a Wallflower</i> by Stephen Chbosky</p> <p>Standing on the fringes of life offers a unique perspective...but there comes a time to see what it looks like from the dance floor. Since its publication, Stephen Chbosky's haunting debut novel has received critical acclaim, provoked discussion and debate, grown into a cult phenomenon with over three million copies in print, spent over one year at #1 on the New York Times bestseller list, and inspired a major motion picture starring Logan Lerman and Emma Watson. The Perks of Being a Wallflower is a story about what it's like to travel that strange course through the uncharted territory of high school. The world of first dates, family dramas, and new friends. Of sex, drugs, and The Rocky Horror Picture Show. Of those wild and poignant roller-coaster days known as growing up. (Sexual Content, Profanity, Violence)</p> <p>Poetry, short fiction, essays, and speeches from various authors</p>	<p>Formal presentation</p>	<p>End of semester 1</p>



Research-based arguments	6 weeks	Essays and social commentary from various authors	Research-based argumentative essay	Feb.
Character-driven narratives	6 weeks	<p>Julius Caesar by William Shakespeare</p> <p><i>The Curious Incident of the Dog in the Night-Time by Mark Haddon</i></p> <p>Christopher John Francis Boone knows all the countries of the world and their capitals and every prime number up to 7,057. He relates well to animals but has no understanding of human emotions. He cannot stand to be touched. And he detests the color yellow. This improbable story of Christopher's quest to investigate the suspicious death of a neighborhood dog makes for one of the most captivating, unusual, and widely heralded novels in recent years. (Profanity, Violence)</p>	narrative	Mar-Apr
Analyzing Source Material	6 weeks	<p>Macbeth by William Shakespeare</p> <p>Atonement by Ian McEwin</p> <p>Ian McEwan's symphonic novel of love and war, childhood and class, guilt and forgiveness provides all the satisfaction of a brilliant narrative and the provocation we have come to expect from this master of English prose.</p>	Formal presentation	End of semester 2



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		<p>On a hot summer day in 1935, thirteen-year-old Briony Tallis witnesses a moment’s flirtation between her older sister, Cecilia, and Robbie Turner, the son of a servant and Cecilia’s childhood friend. But Briony’s incomplete grasp of adult motives—together with her precocious literary gifts—brings about a crime that will change all their lives. As it follows that crime’s repercussions through the chaos and carnage of World War II and into the close of the twentieth century, <i>Atonement</i> engages the reader on every conceivable level, with an ease and authority that mark it as a genuine masterpiece. (Sexual content and language)</p>		
<p>Parents or students may opt out from materials with mature content by providing an email or other written request for assignment of alternate material to the instructor. The written notice should be provided to the instructor at least five school days prior to the planned commencement of the mature content so that the instructor has adequate time to identify alternative materials and instructional supports for the student. An opt-out notice provided less than five school days in advance of commencement of the material shall not preclude the students/parent from opting out but may delay the identification of alternative materials and implementation of alternative instructional supports.</p>				

For additional information regarding primary texts please visit:

- Amazon book reviews: www.amazon.com
- Goodreads.com: www.goodreads.com
- Common Sense Media: www.commonensemedia.org
- Thriving Family--A Focus on the Family publication: www.thrivingfamily.com/family/Media.aspx



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Grading Scale		Grade Percentages/Weights	
A	90-100	Writing and Composition	35%
B	80-89	Reading for all Purposes	25%
C	70-79	Speaking and Listening	15%
D	60-69	Language	15%
F	59 or below	Practice	10%

Assessment/Practice Proficiency Levels	
4	Advanced Understanding of the Standard
3	Meets the Standard
2	Approaches the Standard
1	Does not Meet the Standard
M	Missing
I	In progress (practice only)
S	Satisfactory (practice only)
U	Unsatisfactory (practice only)
Ch	Academic Dishonesty (0)

General Expectations

- Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade.
- **Summative: 90%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.) All Summative Assessments will have a score of 4, 3, 2, 1, or M.
- **Formative: 10%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc. Formative Assessments may be marked with a 4, 3, 2, 1, M, as well as an S for Satisfactory, an I for Incomplete, or a U for Unsatisfactory.
- Assessments will be graded based on teacher/district/state rubrics.
- On group projects, students will receive a grade for individual work and a group grade.
- Grades are based on achievement of Content Standards and Grade Level Expectations.

Class Expectations

Missing or incomplete assignments/assessments for this course: Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course.

See teacher expectations page

Student Expectations

See Student Handbook