



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	2018-2019	Teacher Name	
Office		Website	
Phone		twitter	
Email Address			

Course Name	English 10			
Course Description	<p>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.</p>			
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	Various essays, speeches, and other forms of literary non-fiction	Scored discussion Style analysis essay	Sept-Oct
Literary Argument	6 weeks	<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</p>	Scored Discussion Literary Analysis essay	Oct-Nov



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		<p>parody, a political treatise, even a vision of the apocalypse, Lord of the Flies has established itself as a true classic. (Sexual Content, Profanity, Violence)</p> <p><i>A Step From Heaven by An Na</i></p> <p>From master storyteller An Na comes the Printz Award-winning novel about a Korean girl who tells her firsthand account of trying to find her place and identity in America from the day she leaves Korea as a child to her rocky journey through the teenage years.</p> <p>At age four, Young Ju moves with her parents from Korea to Southern California. She has always imagined America would be like heaven: easy, blissful, and full of riches. But when her family arrives, she finds it to be the opposite. With a stubborn language barrier and cultural dissimilarities, not only is it impossible to make friends, but even her family's internal bonds are wavering. Her parents' finances are strained, yet her father's stomach is full of booze.</p> <p>As Young Ju's once solid</p>		
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		<p>and reliable family starts tearing apart, her younger brother begins to gain more freedom and respect simply because of his gender. Young Ju begins to lose all hope in the dream she once held—the heaven she longs for. Even as she begins to finally fit in, a cataclysmic family event will change her idea of heaven forever. But it also helps her to recognize the strength she holds, and envision the future she desires, and deserves</p>		
Synthesis and Analysis	6 weeks		Formal presentation	End of semester 1
Analyzing and Writing Arguments	6 weeks	<p>essays and social commentary from various authors</p> <p><i>Bronx Masquerade by Nikki Grimes</i></p> <p>When Wesley Boone writes a poem for his high school English class, some of his classmates clamor to read their poems aloud too. Soon they're having weekly poetry sessions and, one by one, the eighteen students are opening up and taking on the risky challenge of self-revelation. There's Lupe Alvarin, desperate to have a baby so she will feel loved. Raynard</p>	Research-based argumentative essay	Feb.



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		<p>Patterson, hiding a secret behind his silence. Porscha Johnson, needing an outlet for her anger after her mother OD's. Through the poetry they share and narratives in which they reveal their most intimate thoughts about themselves and one another, their words and lives show what lies beneath the skin, behind the eyes, beyond the masquerade.</p>		
<p>Character-driven narratives</p>	<p>6 weeks</p>	<p><i>Fahrenheit 451</i> by Ray Bradbury</p> <p>Ray Bradbury's internationally acclaimed novel Fahrenheit 451 is a masterwork of twentieth-century literature set in a bleak, dystopian future.</p> <p>Guy Montag is a fireman. In his world, where television rules and literature is on the brink of extinction, firemen start fires rather than put them out. His job is to destroy the most illegal of commodities, the printed book, along with the houses in which they are hidden.</p> <p>Montag never questions the destruction and ruin</p>	<p>narrative</p>	<p>Mar-Apr</p>



		<p>his actions produce, returning each day to his bland life and wife, Mildred, who spends all day with her television “family.” But then he meets an eccentric young neighbor, Clarisse, who introduces him to a past where people didn’t live in fear and to a present where one sees the world through the ideas in books instead of the mindless chatter of television.</p> <p>When Mildred attempts suicide and Clarisse suddenly disappears, Montag begins to question everything he has ever known. He starts hiding books in his home, and when his pilfering is discovered, the fireman has to run for his life.</p> <p><i>American Born Chinese</i> by Gene Luen Yang</p> <p>Gene Luen Yang is the National Ambassador for Young People's Literature.</p> <p>Jin Wang starts at a new school where he's the only Chinese-American student. When a boy from Taiwan joins his class, Jin doesn't want to be associated with an FOB like him. Jin just wants to be an all-American boy, because</p>		
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		<p>he's in love with an all-American girl. Danny is an all-American boy: great at basketball, popular with the girls. But his obnoxious Chinese cousin Chin-Kee's annual visit is such a disaster that it ruins Danny's reputation at school, leaving him with no choice but to transfer somewhere he can start all over again. The Monkey King has lived for thousands of years and mastered the arts of kung fu and the heavenly disciplines. He's ready to join the ranks of the immortal gods in heaven. But there's no place in heaven for a monkey. Each of these characters cannot help himself alone, but how can they possibly help each other? They're going to have to find a way—if they want fix the disasters their lives have become.</p> <p><i>American Born Chinese</i> is a 2006 National Book Award Finalist for Young People's Literature, the winner of the 2007 Eisner Award for Best Graphic Album: New, an Eisner Award nominee for Best Coloring, a 2007 Bank Street Best Children's Book of the</p>		
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		<p>Year, and a <i>New York Times</i> bestseller.</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. <i>The Perks of Being a Wallflower</i> 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 <i>The Rocky Horror Picture Show</i>. Of those wild and poignant roller-coaster days known as growing up. (Sexual Content, Profanity, Violence)</p>		
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Analyzing Source Material	6 weeks	Macbeth by William Shakespeare The Taming of the Shrew by William Shakespeare	Formal presentation	End of semester 2
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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.

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

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.



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- **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