



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	2020-2021	Teacher Name	
Office		Website	
Phone		twitter	
Email Address			

*****Modifications to units will be made throughout the year based upon remote learning. English 10 will also incorporate the Florida Virtual Learning platform facilitated through Schoology to complement instruction during remote learning.*****

Course Name	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	Various essays, speeches, and other forms of literary non-fiction	Scored discussion Style analysis essay	Sept-Oct
Literary Argument	6 weeks	Lord of the Flies by William Golding William Golding's classic tale about a group of English schoolboys who are plane-wrecked on a deserted island is just as chilling and relevant today as when it was first published in 1954. At first, the stranded boys cooperate, attempting to gather food, make shelters, and maintain signal fires. Overseeing their efforts are Ralph, "the boy with fair hair," and Piggy, Ralph's chubby, wisdom-dispensing sidekick whose thick spectacles come in handy for lighting fires. Although	Scored Discussion Literary Analysis essay	Oct-Nov



		<p>Ralph tries to impose order and delegate responsibility, there are many in their number who would rather swim, play, or hunt the island's wild pig population. Soon Ralph's rules are being ignored or challenged outright. His fiercest antagonist is Jack, the redheaded leader of the pig hunters, who manages to lure away many of the boys to join his band of painted savages. The situation deteriorates as the trappings of civilization continue to fall away, until Ralph discovers that instead of being hunters, he and Piggy have become the hunted. Golding's gripping novel explores the boundary between human reason and animal instinct, all on the brutal playing field of adolescent competition. This novel contains some violence.</p> <p><i>A Step From Heaven</i> by An Na</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</p>		
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	<p>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 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> <p><i>Fahrenheit 451</i> by Ray Bradbury</p> <p>Sometime in the near future, Guy Montag works as a fireman -- starting fires, rather than putting them out, burning the last few books in a society that views reading as dangerous. After his wife half-heartedly attempts suicide and an inquisitive young neighbor is killed, Montag begins to question his life's work. He keeps a stash of volumes away from the flames, and before he quite knows what is happening, he's taking huge risks to save what he once destroyed.</p>		
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Synthesis and Analysis	6 weeks	Various essays, speeches, and other forms of literary non-fiction and fiction	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 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>	Research-based argumentative essay	Feb.



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Character Driven Narratives	6 weeks	<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 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</p>	narrative	Mar-Apr
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		<p>Book of the 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> <p><i>Curious Incident of the Dog in the Night-Time</i> by Mark Haddon</p> <p>Mark Haddon's bitterly funny debut novel, <i>The Curious Incident of the Dog in the Night-Time</i>, is a murder mystery of sorts--one told by an autistic version of Adrian</p>		
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		<p>Mole. Fifteen-year-old Christopher John Francis Boone is mathematically gifted and socially hopeless, raised in a working-class home by parents who can barely cope with their child's quirks. He takes everything that he sees (or is told) at face value, and is unable to sort out the strange behavior of his elders and peers. Late one night, Christopher comes across his neighbor's poodle, Wellington, impaled on a garden fork. Wellington's owner finds him cradling her dead dog in his arms, and has him arrested. After spending a night in jail, Christopher resolves--against the objection of his father and neighbors--to discover just who has murdered Wellington. He is encouraged by Siobhan, a social worker at his school, to write a book about his investigations, and the result--quirkily illustrated, with each chapter given its own prime number--is that Haddon's novel is a startling performance. This is the sort of book that could turn condescending, or exploitative, or overly sentimental, or grossly tasteless very easily, but Haddon navigates those dangers with a sureness of touch that is extremely rare among first-time novelists. <i>The Curious Incident of the Dog in the Night-Time</i> is original, clever, and genuinely moving. This</p>		
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		novel contains some profanity.		
Analyzing Source Material	6 weeks	Macbeth by William Shakespeare The Taming of the Shrew by William Shakespeare	Formal presentation	End of semester 2

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.common Sense Media.org
- Thriving Family--A Focus on the Family publication: www.thrivingfamily.com/family/Media.aspx

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)

Grading Scale		Grade Percentages/Weights	
A	90-100	Writing and Composition	35%
B	80-89	Reading for all Purposes	25%
C	70-79	Speaking, Listening, & Language	30%



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D	60-69	Practice	10%
F	59 or below		

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