

**Chelsea Arnhart**

**arnhartc@fultonschools.org**

**Room: M1504**

**Class Blog Site:**

[**http://msarnhartsclass.weebly.com/**](http://msarnhartsclass.weebly.com/)

**Arnhart 11th grade American Literature and Composition 2017-2018**

**Texts:**

*The American Experience*

Prentice Hall Writing Coach

Supplementary texts

**Texts replacement**

Students are **financially responsible** for all books issued by CHS. Textbooks may not be left in classrooms and teachers are not responsible for the whereabouts of your book. The copy which was issued must be turned in at the end of the course.  You will not receive credit for turning in another student’s book and may not turn in replacement books.  The cost of replacement will be assessed to any student that fails to turn in the book they were issued or turns in a damaged book.

Supplementary texts: $15.00 for paperback; $20 for hardback

**Grading Scale:**

A=100-90 B=89-80 C=79-70 F=69-0

Vocabulary Acquisition and Knowledge 10%

Writing 20%

Comprehension (Literary and Informational) 30%

Independent Research Projects 20%

Personal Responsibilities 0%

Work Ethic 0%

Capstone Project/ EOC 20%

**Extra Credit:**

Extra credit assignments or opportunities are not available in any Chattahoochee English class.

**Dropped Grades:**

The Chattahoochee English Department recognizes that unforeseen circumstances sometimes prevent students from doing their best work.  With that in mind, **it is department policy to drop each student’s lowest quiz grade each semester.**

**Behavior Expectations:**

BE PREPARED

BE RESPONSIBLE

BE RESPECTFUL

**Turning Assignments In:**

When turning assignments in students MUST first stamp the assignment with the date and then turn that assignment in to the correct box for their class period.

**Returned Work:**

Each student will have a binder. Once they receive graded work back they may look at their grade and then place the graded assignment in the correct section of their binder. Students have access to the work in their binders at any time but must keep the work in the binder. This is being done to keep students organized and to have ample student samples for data collection on individual goals and objectives and for parent conferences.

**Absences/Make-up Work:**

***It is the student's responsibility*** to request make-up work from the teacher on the first day back to school and he or she is expected to access homework and in-class assignments using class blog**.** If an assignment for the day missed is not on the class blog, it is the student’s responsibility to request the work from me the day they return to school.Students who are present for any portion of the school day are expected to turn in all assignments due on that day in order to receive full credit for the assignments. Assignment due dates that have been communicated prior to a full-day absence are always due upon the student’s return to school when the due date occurred during the absence.

After an ***excused absence***, a student will have the number of school days equivalent to the number of days absent to make up the work. Make-up work missed due to an ***unexcused absence*** may be penalized up to 10% of the maximum value of the assignment. Make-up work or pre-approved absence work submitted late will receive a zero. ***Any exceptions for extensions of time will be made at the discretion of the teacher.***

**Late Work:**

Homework and compositions are due at the beginning of class on the scheduled date. *Homework and in-class assignments will have 10 points deducted for each day late.* For major compositions, projects, papers a penalty of 20 points per day will be deducted from the students overall grade. If a student is in school for any amount of time on the day an assignment is due, he/she must turn in the assignment or he/she will receive a late grade.

**Recovery Policy of Fulton County:**

Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance.

Students should contact the teacher concerning recovery opportunities.  Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester.  All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester. Teachers will determine when and how students with extenuating circumstances may improve their grades.

***Chattahoochee High School Policy:***

Chattahoochee High School Recovery Policy:

Students can recover up to 75%.

Chattahoochee High School Provision for Improving Grades

1. Students who complete a major assessment\* but fail to demonstrate mastery as evidenced by a grade below 75% on the major assessment may pursue an improvement opportunity to show proficiency. In the case of an honor code violation on a major assessment, the grade will stand as a zero with no eligibility for recovery on that assignment. What is classified as a major assessment is determined within the content area; consult your course syllabus for details.

2. Students should contact the teacher concerning recovery opportunities within 5 school days of being informed of the grade on the assessment in class. Students are allowed one attempt at recovery per major assessment category listed in the course syllabus. All recovery work must be completed 10 days before the end of the semester.

3. The grade on the recovery assignment will replace the original grade if the recovery grade is equal to or below 75%. If the recovery grade is above 75%, the original grade will be replaced with a 75%.

\*Projects are not eligible for recovery

**CHS Recovery Guidelines**

All students and parents are strongly encouraged to sign up for the web-based program for monitoring grades - Home Access Center.  Students should check their averages frequently and see their teachers if they become concerned with their academic performance.

The goal of the CHS Recovery Policy is to support students in achieving mastery in both curriculum content and standards.

1. Recovery is for students who, despite a conscientious effort and communication with their teachers, have failed to demonstrate satisfactory understanding of course goals as measured by a summative assessment or project.
2. Students may initiate recovery on summative assessments or projects when their cumulative average is a 75 or below any time after the 6 week progress report and they have made a legitimate effort to meet all course requirements including attendance.  Unexcused absences may prevent this opportunity.
3. To best prepare students for successful recovery, all assignments must be completed before a student takes a recovery assessment.  The format of the recovery assignment may be different from the format of the original assessment.
4. After successful completion of the recovery assignment, options for grading may include setting a passing grade for recovery or replacing the original grade with the grade that reflects mastery.  Mastery is defined as an 80 or higher on a summative assessment or project.
5. So that students stay focused on the content at hand and don’t become overwhelmed and fall too far behind, they must initiate recovery on a summative assessment or project within five school days of being informed of the grade on that assessment.
6. All recovery work should be completed 10 days before the end of the semester unless other summative assessments or projects fall within that window.

In the case of an honor code violation on a summative assessment or project, the grade will stand as a zero with no remediation.

**Remediation of Essays:**

The English department wants to make sure that students have the opportunity to meet the writing standards of the course.  Toward that end, most essay assignments which fail to demonstrate mastery of these standards are eligible to be re-written according to the following guidelines:

A student who receives below an 80% based on the merits of the paper will have the opportunity to revise and resubmit the paper. If a student wishes remediation, they must schedule a conference with the teacher within a week of receiving their paper back. During the conference, the teacher will identify one skill for the student to focus on for revising (grammar, quote integration, organization, internal transitions, etc); the student can earn up to 10 points back for completing these directed revisions within the timeframe specified by the teacher. If the student is still dissatisfied with their paper, they can schedule additional conferences and work on revising other skills for up to another 10 pts per skill. The maximum grade possible on a remediated paper is an 80%.

Papers which have had points deducted for not following the directions of the assignment (i.e., lack of revisions, no pre-writing, being late, etc.) are eligible to be re-written; however, any such deductions will stand. For example, a later paper with a 20 point deduction can be remediated for a maximum score of a 65.

**Expectations for Written Work across the Curriculum:**

All written work should:

* be in complete sentences using formal language
* follow conventions of grammar, usage and mechanics
* Accurately cite sources used with discipline-specific requirements (i.e. MLA, APA, etc.).

**CHS English Department Plagiarism Statement**

Plagiarism is the use of another's words or ideas and the presentation of them as though they are entirely one's own. Acts of plagiarism might include, but are not limited to:

1. using words or ideas from a published source without proper documentation;

2. using the work of another student (e. g. copying another student's homework, composition, or project);

3. using excessive editing suggestions of another student, teacher, parent, or paid editor.

Plagiarism on any project or paper at Chattahoochee High School will result in a zero for the assignment and an Honor Code violation. Unless directly stipulated by the teacher, collaboration on written work is not acceptable. Students who willingly provide other students with access to their work are in violation of the Honor Code. Students guilty of cheating will receive a grade of "0" on the assignment or test. The assignment may not be made up (students having zero’s are not eligible for recovery). Additionally, an Honor Violation Form will be completed by the teacher and filed in the school office. Violations may be considered by faculty in making future recommendations. Membership in honor clubs could be jeopardized. Students receiving an Honor Code violation will be assigned to serve two (2) days of Saturday School for the first offense.

***A note about what constitutes “excessive editing”:*** Students learn to write well by writing well. Struggling independently through the writing process produces growth (as well as a certain amount of agony), and eventually the student’s own voice. When well meaning parents, siblings, tutors, or others contribute their own ideas, words, phrases, revisions, etc. to students’ writing, **student** writers miss the opportunity to achieve literary self reliance.

So, what is helping, but is NOT excessive editing? The answer is: questioning and cueing. For example—“Is this word strong enough? Interesting enough? Specific enough?” “Can you think of another word that means the same thing?” “Does this sentence seem awkward?” “What exactly do you mean here?” “I don’t understand what you are trying to say; can you say it more clearly?” “This sentence is interesting.” “That is a forceful verb; can you find one as forceful for that other sentence?” These kinds of questions and statements are powerful helpers, yet allow the students to think and write independently. Please help students to achieve their own voices and to develop their writing skills by allowing them to write and revise independently.

**11th Grade America Literature- Georgia Standards of Excellence**

Because of the flexibility of English Language Arts course offerings at the high school level, the GSE for grades 9 through 12 are organized into grade bands comprised of 9-10 and 11-12. The 9-12 Standards define what students should understand and be able to do by the end of each grade band. Complete lists of all the GSE standards for each grade band are available at

<https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-11-12-American-Literature-Standards.pdf>

**Units for Study:**

**UNIT 1: Your History** (Beginnings of American Literature, Native American Literature, Narrative Writing,)

*Possible Texts Covered in the Unit:*

Chief Joseph’s Surrender Speech

The Talking Earth by Jean Craighead George

The Rough-Face Girl by Rafe Martin

Thirteen Moons on Turtle’s Back by Joseph Bruchac

**UNIT 2: Faith Driven Life** (Age of Faith, Salem Witch Trials, Puritan Era, Argumentative Writing)

*Possible Texts Covered in the Unit:*

The Salem Witch Trials (Graphic History) by Michael J Martin

The Salem Witch Trials: An Interactive History Adventure by Matt Doeden

The House of Seven Gables by Nathaniel Hawthorne

The Dreadful, Smelly Colonies: The Disgusting Details About Life in Colonial America by Elizabeth Raum

**UNIT 3: Rhyme or Reason** (Age of Reason, Speeches, Letters, Persuasive Speech)

*Possible Texts Covered in the Unit:*

The Declaration of Independence in Translation: What it Really Means by Amie Jane Leavitt

The Fighting Ground by Avi

Patrick Henry: Liberty or Death by Jason Glaser

The Boston Massacre (Graphic History) by Michael Burgan

You Wouldn’t Want to Be at the Boston Tea Party! Wharf Water Tea You’d Rather Not Drink by Peter Cook

George vs. George: The American Revolution as seen from Both Sides by Rosalyn Schanzer

My Brother Sam is Dead by James Lincoln Collier & Christopher Collier

**UNIT 4: Emotion over Reason (**Romanticism, Gothic, Narrative Short Stories)

*Possible Texts Covered in the Unit:*

Coraline by Neil Gaiman

Miss Peregrine’s Home for Peculiar Children by Ransom Riggs

Frankenstein by Mary Shelley

**Unit 5: Becoming a Minimalist** (Transcendentalism, Argumentative Writing)

*Possible Texts Covered in the Unit:*

The Giver by Lois Lowry

Hatchet by Gary Paulsen

You Choose: Survival (10 titles) by Allison Lassieur, Matt Doeden, Elizabeth Raum, & Rachael Hanel

Pay It Forward by Catherine Ryan Hyde

**Unit 6: Is this just real life, is this just fantasy** (Realism, Modernism, Informational Writing)

*Possible Texts Covered in the Unit:*

Call of the Wild by Jack London

Julie of the Wolves by Jean Craighead

White Fang by Jack London

Old Yeller by Fred Gipson

Inside Out and Back Again by Thanhha Lai

A Long Walk to Water by Linda Sue Park

**Student/ Guardian Sign off**

Signing below indicates that I have read and understood the classroom policies listed in the syllabus.

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work/Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent e-mail address (please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_@\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_