

**T.C. Williams High School Minnie Howard Campus**

**Course: STEM English Nine, World Literature (1 credit)**

**Instructor: April Riser**

**Room 212**

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**English Nine STEM Syllabus 2018-2019**

**Course Description:**

This open enrollment Honors English course requires students to apply advanced levels of written and spoken communication as well as formal and informal discourse strategies required for college preparation work. This course analyzes world literature from early civilizations to the 16th century, comparing classical texts to examples from modern world literature. Students learn how historical events and political thinking influenced literature, as exemplified by major writers of various literary genres. Students develop a range of essay types (narrative, expository, persuasive, and argumentative) with emphasis on writing suitable for publication. They write essays that evaluate the merits of various components of literary works, including style, mood and significance of theme in literature. A major focus throughout the year is comparative text analysis, discerning areas of similarity and difference as well as universal patterns in world literature.

**Course Essential Questions:**

• What is our story?

• What can we learn from great literature?

• Where have we been? Where are we going? Why are we going there?

• To what extent can reading great literature give us insight into ourselves and the world?

**Course Transfer Goals:**

• Students will analyze and describe universal elements common to all world literature.

• Students will express in written and oral form insights and reactions to various literary

selections.

• Students will use a variety of print and electronic databases, on-line resources, and other

media to access information to create research products.

• Students will analyze and create a variety of written products based on literary selections.

**Instructional Sequence**: (\*STEM Sequence is slightly different than traditional honors. The same materials are covered; however, the order is more fluid.)

Unit 1: Creation Myths, Folktales and Poetry

Unit 2: Short Stories and Poetry

Unit 3: Epics from Around the World

Unit 4: Research

Unit 5: The Nature of Classical Tragedy

Unit 6: Novels from Around the World

Unit 7: Final Exam Project

**Assignment Expectations:**

* Students are expected to turn in your course assignments on the due date. All hard copy work (major assignments) is due by each Friday at close of business (3:10), and all work which will be emailed is due by Sunday night at 9:00, unless otherwise specified.
* The instructor will update Canvas regularly, and it is the student’s responsibility to check for missed assignments.
* Late work will be accepted only one week past the due date. When submitting, students must complete a Growth Mindset Form and attach it to the top of the assignment. Ten points will be subtracted on late assignments.
* It is the student’s responsibility to check grades and assignments in Canvas; if students have questions about grades and/or previous assignments, a conference time may be arranged; however, students should not utilize direct instructional time for personal questions.
* When students need to redo an assignment, the student should bear in mind that while the assignment content will be the same, the questions/problems may be different. Additionally, when redoing work, students must complete a Growth Mindset Form and attach it to the top of the assignment prior to submitting.
* The expectation is that all make-up work should be turned in before the end of the unit, so work will be available to the student for three days or three class periods (for students who have extended time). Students should return to school and collect the work within that time frame. Students will then contract with the teacher for the due date (depending upon the length of the assignment and level of content materials). Individual situations will be left up to teacher discretion. Points will be taken for late work.
* It is the student’s responsibility to seek the teacher’s guidance regarding make-up work at an appropriate time. If help is needed, it should be obtained during tutorial time and not during direct instruction. Hard copies of make-up work are located on the front table in the absence work bin.

**Materials:**

**Please purchase the following materials for class:**

**1. A binder with dividers (Binders will be set up in class. Sections should include: Notes, Grammar, Homework/Classwork, Tests/Quizzes, Outside Reading, Vocabulary, Reading Materials, and Service Learning Information)**

**2. Loose leaf paper**

**3. Pens (blue or black ink) and pencils, erasers and/or white put (as per student preference)**

**\* For each class, students are expected to have their school-issued laptop and/or text for course assignments and activities.**

**Supports Available**:

Students are expected to use the following supports to enhance their academic achievement.

* Individual Assistance (during office hours or by appointment)
* Website/Resource Materials posted on Canvas
* Notes and Hard Copies of Resources (Student Binder)
* Saturday Learning Academy

**Assessment:**

Your knowledge and skills may be addressed at any point via formative and summative assessments in the following manners:

Diagnostics:

* Pre-assessments and Quizzes
* Anticipation Guides
* Student Self-assessment

Assignments:

* Daily Feedback from the teacher and/or peers
* Outside of Class Assignments
* Short Writing Assignments
* On-line Discussions and/or Blogs
* Warm-Ups
* Journal Entries (electronic and on paper)
* Group and Individual Tasks/Activities
* Socratic Seminar Participation

Assessments:

* Unit Transfer Tasks
* Tests
* Projects
* Essays
* Service Learning Projects

**Grading Criteria:**

The following grading criteria will be used in all English 9 courses:

• 50% – Formative Assessments

(i.e., daily practice including course work, short writing assignments, skills practice, exit tickets)

• 50% – Summative Assessments

(i.e., quizzes, tests, writing assignments , projects, and transfer tasks)

**Class Specific Assessment Grading Policy:**

Numerical Grade Letter Grade Advanced Placement Quality Point\* Honors Quality Point\* Standard and Non-High School Credit courses (grades 6-8) Receives Credit\* Include in GPA\* Weighted Credit\* Quality Points Low # Quality Points High #

93-100 A 5.0 4.5 4.0 Y Y Y 3.701 4.000

90-92 A- 4.7 4.2 3.7 Y Y Y 3.301 3.700

87-89 B+ 4.3 3.8 3.3 Y Y Y 3.001 3.300

83-86 B 4.0 3.5 3.0 Y Y Y 2.701 3.000

80-82 B- 3.7 3.2 2.7 Y Y Y 2.301 2.700

77-79 C+ 3.3 2.8 2.3 Y Y Y 2.001 2.300

73-76 C 3.0 2.5 2.0 Y Y Y 1.701 2.000

70-72 C- 1.7 1.7 1.7 Y Y N 1.301 1.700

67-69 D+ 1.3 1.3 1.3 Y Y N 1.001 1.300

60-66 D 1.0 1.0 1.0 Y Y N .701 1.000

40-59 F 0.0 0.0 0.0 N Y N .000 .700

**NOTE:** All policies listed in the “Common Course Expectations” document posted on Canvas, including, the ACPS Honor Code <http://www.acps.k12.va.us/board/manual/jfc-r2.pdf> ), apply to all classes at T.C. Williams High School.

**Supplementary Activities and Materials:**

I am a part of an ACPS Service Learning Cohort, so my classes will be incorporating Service Learning Passion Projects into the Course of Study. This will include the research portion of the class/ninth grade curriculum. Additionally, throughout the year, supplementary materials like additional novels and film will be incorporated into our learning process, along with programs like the Service Learning Passion Projects.

**Alexandria Access:** Alexandria Access/Power Student is a parent portal that allows parents to view their students’ grades and attendance. This portal is used as a tool to assist parents and students in monitoring their academic progress. Students will have daily access to this via their Chrome books, beginning on September 10th. If you do not have home Internet access, you may contact the Student HelpDesk for assistance.