English 1- 4 Syllabus (2019-20)

School: *Garfield High*

**Garfield High School**

1255 16th Street • San Diego, CA • 92101

(619) 362-4500 ext. 3308

**Teacher**: Mrs. Emily Neidhart

**Room**: 308

**Phone**:  619-362-4500 ext 3308

**Email**:  [eneidhart@sandi.net](mailto:eneidhart@sandi.net)

**Course**:  English 1-4 (1540, 1541, 1570, 1571)

Quarter 1 2019-20

See teacher for appointment times

**General Information**

**Description**

This is a course that focuses on reading and writing skills typical for grades 9-10.  Students will read and write every day in class, as well as be required to think critically.  This quarter, we will be studying the Cycle of Poverty, along with possible real-life solutions to problems associated with poverty.

**Expectations and Goals**

You will be required to attend class daily.  If you are absent more than 12 times, you will not be able to receive a passing grade in this course and will be required to retake the course next quarter.  You will also be required to participate in class discussions (online and in class), to turn in work on time, and to be a critical thinker.

*Essential Questions:*

* How does the Cycle of Poverty affect all community members?
* How does poverty affect the subjects in each text?
* Why should all members of our community be an active participant in stopping this cycle?
* How can knowledge of how authors write better inform how we read texts?
* How can we apply our knowledge of non-fiction reading across the content areas?

*Some Common Core Standards addressed*: •

[CCSS.ELA-LITERACY.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/)

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-LITERACY.RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**Course Materials**

**Required Materials**

* 3 ring binder with a section for this class
* Pens, pencils, highlighters
* Lined paper

**Course Policies**

School-wide expectations will be enforced in this class including the electronics policy, technology policy, attendance policy, and behavior policy. For this class, students will be given a cubby for their phone, which needs to be placed in the cubby at the beginning of class. Students may retrieve their phones two minutes before the bell rings at the end of the period.

**Grading Criteria**

You will be graded on the following categories: Warm Ups, Classwork, Homework, Quizzes/Exams, and Writing Projects.

If you miss a day, please email the teacher for information on missing work, or see the teacher the next day for make-up opportunities. If you miss a day of an in-class discussion or other live activity, you will not be able to make up that assignment.

**Course Schedule**

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| **Week** | **Topic** | **Readings** |
| Aug 27-  31 | What is Success? | Tattoos on the Heart (Prologue & Introduction), “Sotomayor’s secrets of success: Work hard, dare to dream” |
| Sept 4-7 | Rise to the top | Tattoos on the Heart (Chapters 1-2), “Tristan Walker's path through Silicon Valley's color barrier” |
| Sept 10-14 | A country of immigrants | Tattoos on the Heart (Chapters 3-4), “Don’t Tell Amy Chua: Mexicans Are the Most Successful Immigrants” |
| Sept 17-21 | Follow your passion | Tattoos on the Heart (Chapters 5-6), “For 'Happyness's' Gardner, opportunity, passion linked” |
| Sept 24-28 | Self-advocacy | Tattoos on the Heart (Chapters 7-8) “What I've Learned: Young Latina's Mission Is Mental Health Advocacy” |
| Oct 1-5 | Solutions to the cycle of poverty | Tattoos on the Heart (Chapters 9-10) “Here's how a $625,000 'Genius Grant' winner says he achieved success” |
| Oct 8-12 | Evidence gathering for final project | Re-read non-fiction articles to add evidence to body paragraphs |
| Oct 15-19 | Final Project | Review peer drafts and teacher samples |
| Oct 22-26 | Final Project DUE! |  |



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Parent Information**

**Please complete and return for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

                                                                  Student Name

Parent/Guardian Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Phone Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Language spoken by parent/guardian (Check one):   \_\_\_\_ English       \_\_\_\_\_ Spanish         \_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_