Course Outline

Content of the course—What is this class about?
This course is about how writers use language to convey ideas, experience and emotion to readers. MaD English 9 Advanced is specifically designed for students who are in the Manufacturing and Design Program (MaD). The course prepares students for AP courses in 11th and 12th grade, and it directly connects to the MaD elective and social science courses. The pace will be brisk, and the demands will be high. The rewards are worthy.

Purpose of the Course—Why are we taking this class?
Reading, writing and communicating effectively are absolutely essential to maintaining freedom, justice and dignity in our society. Further, we develop a powerful understanding of our world and ourselves by reading, engaging the text and then responding to our experience with the text. MaD English 9 ADV is intended to empower students with a strong foundation of skills that will increase the level to which they succeed in—and enjoy—the remainder of their English classes in high school (and feel ready for AP). It is also intended to give students the tools to critique and improve their world. Students will gain confidence in themselves through improvement in their ability to read difficult text and write intelligently. All students seeking careers in Manufacturing and Design will benefit greatly from having sharp communication skills.

Assumptions
- All students want to succeed in this class
- All students are able to succeed in this class
- Students want to succeed in life: they want to have the ability to live the way they want to live once they become adults

Learning Goals
Students engaged in this course will grow to be dynamic writers, critical thinkers and strong readers. They will develop the language arts skills necessary to succeed in the 10th, 11th, 12th grades as well as college, the workplace and society. Students will exhibit mastery of the standards set by the State of California for all students in the 9th grade. Further, students will make progress toward demonstrating ELA proficiency on the CA High School Exit Exam.

Texts—Examples of the type of texts we’ll read (provided by the school/teacher)
*To Engineer is Human*, “The Most Dangerous Game”, *To Kill a Mockingbird*, *Romeo & Juliet*, *The Absolutely True Diary of a Part-Time Indian*, *Fallen Angels*, Selected Poetry, “A Sound of Thunder”, “The Scarlet Ibis”, and a variety of expository texts that will directly relate to the 9th grade MaD Elective course.
Grading System
Every scored assignment or piece of work that students do for this class will fall into one of four categories in the course grade. Since this course requires the learning (and mastery) of a variety of knowledge and skills, the categories help the student know his/her strengths and weaknesses more specifically.

Grade Book Categories
Many of the tasks and activities that we do in this class will eventually show up as points in the students’ grade book. Each of these tasks will be placed in one of the Grade Book Categories.

Demonstration and Performance of Skills and Knowledge (80%)
Whenever the work we are doing demonstrates/perform the skills and knowledge we’ve acquired, that work will go into this category.

Textual Analysis
Comprehension: knowing and understanding what the author has created
Analysis of Author’s Craft: knowing the context, identifying the techniques used by the author and explain the purpose of the author’s choice

Thinking, Writing and Creating
We will use our thinking, writing and creating skills to achieve some or all of the following outcomes and serve the following purposes:
• Know and choose the appropriate form/type of text to create for a given task
• Demonstrate comprehension of texts and analysis of the author’s craft
• Develop a coherent argument
• Create a narrative
• Reflect upon ideas relevant to our experience

Writing Skills: We will create different types of texts that are appropriate to the tasks/outcomes and effectively achieve their outcomes. We will also continue to strengthen our language mechanics (grammar/syntax/diction/etc).

Academic Discourse: We will engage in thought about the texts in verbal and written form. This engagement will be authentic and professional. It will look like a “class discussion”, the expectations will be much higher than those of a typical class discussion.

Presentations: We will create presentations (both individually and in groups) to communicate our ideas to a larger audience.

Process and Practice (20%)
Often, the work we will do in this class will not demonstrate our skill level, but it is still very important. The purpose of all Process and Practice tasks is for students to learn how to use the tools and routines associated with successful people in all walks of life. Particularly, these tasks are designed to help students improve their ELA skill and ensure that they are ready to perform and demonstrate their skills listed in the category above.
Grades

Scholarship Grade: Students earn their grades in this course by demonstrating proficiency in the skills discussed in the Learning Goals. Graded work will include essays, summative assessments (tests at the end of each unit), presentations, quizzes, writing assignments and discussions.

A= Demonstration of complete, thorough proficiency with all skills named in the standards; 90% or higher
B= Demonstration of complete proficiency with most of the skills and demonstration of near proficiency on the rest; 80-89%
C= Demonstration of proficiency for some skills, near mastery for the rest and is clearly progressing toward proficiency; 70-79%
D= Demonstration of low levels of proficiency with most skills with some demonstration of progress toward improvement; 60-69%
F= Failing to demonstrate proficiency in all or most skills; 59% or below

**See the next page for more detail about the grading system for this class.**

Citizenship Grade: Students earn their citizenship grade by being in class on time, adhering to the rules of the classroom and contributing to the shared progress and success of the classroom community.