



Chandler Unified School District

ENG400A English 12

SY 2023-24



Course Overview

Course Description

Blends composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Students primarily write multi-paragraph essays, but they may also write one or more major research papers.

AP/IB/Dual Enrollment

May be offered for Dual Credit

Prerequisite/Fee(s)

None

Course Materials

A three ring binder with folders and notebook paper

Pencils

Pens, blue or black ink only

Highlighters

Adopted Resource(s)

Savvas My Perspectives

**An asterisk will indicate a resource containing sexually explicit materials per legislative definitions. CUSD has determined that all resources listed above are of exceptional educational value.*

Site and Faculty Information

School name and address:

Camille Casteel High School, 24901 S Power Rd, Queen Creek, AZ 85142

Building principal:

Jayson Phillips

phillips.jayson@cUSD80.com

Teacher:

Joshua Hepp BA

hepp.joshua@cUSD80.com

Office hours: By Appointment

Course Access

This course is taught in-person at Camille Casteel High School. Students will have access to the curriculum and instruction in the classroom. Google Classroom is the primary location for students to access material when absent from classes taught in person.

Help

Academic Support

- Contact the teacher to schedule an appointment during office hours
- [Ed Tech](#) support for students, parents/guardians, and community link (cUSD80.com/Page/45109)

Mental Health Support

- CUSD mental health support cUSD80.com/Domain/10528 or 480-573-8808 (talk or text)
- Suicide & Crisis Lifeline: 9-8-8 hotline

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- 24-hour Crisis Line Talk: 602-222-9444, Text: 741-741

Student Conduct, Success, and Responsibilities

Student Handbook

Students must follow the policies and procedures established in the Student Handbook. Copies of the handbook can be found at cusd80.com/handbooks. Printed copies will be provided upon request.

Student Responsibilities

Conduct

- You are expected to treat your instructor and your fellow classmates with respect. In all correspondence whether communicating in person or online, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums. Please see the student handbook and code of conduct for more details. In addition, understand that these rules of conduct apply to both the digital classroom and physical classroom. Failure to follow these rules of conduct may result in disciplinary action and/or a deduction of points.

Cheating on homework, essays, projects, tests, quizzes, etc. will both result in a zero and not be allowed to be retaken. Cheating is considered as any of the following:

- Copying answers from another student's paper during a test or quiz
- Use of any type of notes during a closed-book test or quiz
- Having someone else do the work for you, either in or out of class
- Copying another student's work, either entirely or in part

BOTH PARTIES, the person who copied the work and the person who allowed the person to copy, will receive the consequences listed below:

- Student/teacher conference
- A zero for the assignment
- A second offense will result in a parent phone call and a discipline referral.

Plagiarism is defined in the student handbook as "copying the work of another person and submitting it as your own, obtaining unauthorized or undocumented material from the Internet or other sources, or securing teacher materials or work in a dishonest way are all considered cheating." Copying from any source, including the Internet, without giving the source proper credit, is also considered cheating. To avoid plagiarism:

- Put anything that is obtained from any source in quotation marks followed by the proper citation.
- All paraphrasing must be followed by a citation giving the source credit.
- Any ideas from another source that are not common knowledge must be followed by a citation.

AI/ChatGPT

*With the rapid advancement of AI programs available, you may be asked to prove that your work is self-generated. Consequences for copying from AI may range from total redo of the work to a zero. Consider this before using any type of AI to write a paper.

Attendance

Students who have excused absences, have at least one day every day they are absent to make up the work they missed. Excessive absences can result in the loss of a credit for the course.

Tardy Protocol

Students are expected to be in their seats when the bell rings and ready to learn. If a student is tardy to class, teachers will follow this process to rectify students being late to class:

- A warning on their first and second offense.
- The teacher will email/call home.
- Notify Attendance Interventionist and email / call home.

•On the fifth offense, the teacher will refer the student to our Attendance Interventionist, who can work with families and assign Saturday school if necessary.

The teacher has the option to provide their own lunch detention at their discretion instead of writing a conduct referral.

Discipline Protocol

It is the expectation that students hold themselves to high standards. The teacher will address students who are not meeting these expectations. Typical classroom behaviors consequences these are they standard progression for discipline:

- a warning
- a warning with a phone call
- a Parent-teacher conference
- a referral

Our goal is to work with families to ensure that all students have a safe and focused learning environment.

Late work

- All assignments have a specific due date
- Any work not turned in on that specific due date will incur a penalty
- A 10% penalty will be incurred for each day the assignment remains missing (1st week)
- A 50% penalty will be incurred if the assignment is turned in the 2nd week it is missing
- No late work will be accepted beyond the 2nd week of the assigned due date
- No late work will be accepted during final exams
- *Make sure to be responsible and communicate with your instructor when it comes to deadlines and checking Google Classroom if you are absent.

Assessments and Assignments

Students will complete assessments during each unit of study to assess their understanding. Students will complete the CUSD Common Final at the end of the first and second semesters. The Common Final will count for 20% of the student's final semester grade in grades 9-12 and 10% in grades 7-8 (some exceptions may apply at the Junior High level). Common finals will be in ELA, Math, Science, Social Science, and World Language.

Final exams will be given during the CUSD Jr High/High School Early Dismissal days in December and May, as identified on the [District Calendar](#).

If students are requested to participate in a survey, the survey questions will be provided to parents/guardians seven days before student contact.

Grading

Grade Percentage

A	B	C	D	F
90% - 100%	80% - 89%	70% - 79%	60% - 69%	<60%

Quarter grades

The English Department grades on a 40-40-20 scale each semester. For example: Quarter 1's average will contribute 40% of the grade, Quarter 2's average will contribute 40%, and the final exam will contribute 20%.

Semester grades

Semester grades are calculated using 40/40/20: Each quarter accounts for 40% of the semester grade and the final exam accounts for the remaining 20%.

Units of Study and Selected Novels

Units of Study

Unit 1: Forging a Hero (Warriors and Leaders)

Reading: Read a variety of texts to gain the knowledge and insight needed to write about heroism. Expand your knowledge and use of academic and concept vocabulary. Writing: Write an argument that has a clear structure and that draws evidence from texts and background knowledge to support a claim. Speaking/Listening: Collaborate with your team to build on the ideas of others, develop consensus, and communicate.

Unit 2: Reflecting on Society (Argument, Satire, and Reform) Reading: Read a variety of texts to gain the knowledge and insight needed to write about reform. Expand your knowledge and use of academic and concept vocabulary. Writing: Write an explanatory essay that contains a clear thesis statement and is developed using facts and details from the texts and original research. Conduct research projects of various lengths to explore a topic and clarify meaning.

Speaking/Listening: Collaborate with your team to build on the ideas of others, develop consensus, and communicate

Unit 3: Facing the Future, Confronting the Past (Shakespeare Extended Study) Reading: Read a variety of texts to gain the knowledge and insight needed to write about attitudes toward time. Expand your knowledge and use of academic and concept vocabulary. Writing: Write a response to literature in which you effectively incorporate the key elements of an argument. Conduct research projects of various lengths to explore a topic and clarify meaning. Speaking/Listening: Collaborate with your team to build on the ideas of others, develop consensus, and communicate.

Unit 4: Seeing Things New (Visionaries and Skeptics) Reading: Read a variety of texts to gain the knowledge and insight needed to write about changing perspectives. Expand knowledge and use of academic and concept vocabulary. Writing: Write a reflective narrative in which you effectively incorporate the key elements of a narrative. Conduct research projects of various lengths to explore a topic and clarify the meaning. Speaking/Listening: Collaborate to build on the ideas of others, develop consensus, and communicate

Unit 5: Discovering the Self (Individual, Nature, and Society) Reading: Evaluate written personal narratives by analyzing how authors introduce and develop central ideas or themes. Expand your knowledge and use of academic and concept vocabulary. Writing: Write a personal narrative in which you effectively develop experiences or

Selected Novels

The Stranger* - by Albert Camus

events using well-chosen details and The Stranger* - by Albert Camus 4 well-structured sequences. Conduct research projects of various lengths to explore a topic and clarify meaning. Speaking/Listening: Collaborate to build on the ideas of others, develop consensus, and communicate

Unit 6: Finding a Home (Nation, Exile, Dominion)

Reading: Evaluate written informative texts by analyzing how authors introduce and develop central ideas. Expand your knowledge and use of academic and concept vocabulary. Writing: Write an informative essay in which you effectively convey complex ideas, concepts, and information. Conduct research projects of various lengths to explore a topic and clarify meaning.

Speaking/Listening: Collaborate to build on the ideas of others, develop consensus, and communicate.

**An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*



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Teacher: Joshua Hepp, hepp.joshua@cusd80.com

Parent/Guardian

Acknowledgment

Parents/Guardians should indicate if they "Acknowledge" or have a "Potential Conflict" with their student's participation in the following units by checking the appropriate box for each unit of study listed. Students cannot opt out of a standards-based unit. Marking "Potential Conflict" will prompt the teacher to make contact regarding assignment alternatives.

Unit of study	Acknowledge	Potential Conflict
Unit 1: Forging a Hero (Warriors and Leaders) Reading: Read a variety of texts to gain the knowledge and insight needed to write about heroism. Expand your knowledge and use of academic and concept vocabulary. Writing: Write an argument that has a clear structure and that draws evidence from texts and background knowledge to support a claim. Speaking/Listening: Collaborate with your team to build on the ideas of others, develop consensus, and communicate.	<input type="checkbox"/>	<input type="checkbox"/>
Unit 2: Reflecting on Society (Argument, Satire, and Reform) Reading: Read a variety of texts to gain the knowledge and insight needed to write about reform. Expand your knowledge and use of academic and concept vocabulary. Writing: Write an explanatory essay that contains a clear thesis statement and is developed using facts and details from the texts and original research. Conduct research projects of various lengths to explore a topic and clarify meaning. Speaking/Listening: Collaborate with your team to build on the ideas of others, develop consensus, and communicate.	<input type="checkbox"/>	<input type="checkbox"/>
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Selected Novels

Acknowledge Potential Conflict

The Stranger* - by Albert Camus

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By signing and returning this form, the parent/guardian acknowledges they have reviewed the resources and units of the study included in the syllabus.

- ☐ As the parent/guardian, I understand that I may contact the teacher if I have questions about the resources, content, or units of study.
- ☐ As the parent/guardian, I understand I can check my student's grades in Infinite Campus anytime during the school year.

Student name (printed)

Student signature

Parent/Guardian name (printed)

Parent Signature

Date

Please return this page to your student's teacher.