****DA VINCI DESIGN

ENGLISH 9 & COMPOSITION

[http://](http://dp.davincischools.org/teacher/rvance/)english9dvd.weebly.com

OFFICE HOURS:

T/W: 4-5 PM

MR. KALMA

akalma@davincischools.org

Room 301

**Dear Students and Parents,**

Welcome to 9th grade English and Composition! It is an honor to work with you this school year. I have high expectations for academic, social, and creative development of each student in this course and the Design community. I am anticipating a high level of dedication and collaboration from each of you. *Students and parents should read the following information and sign the last page.* It is my goal to keep everyone informed about class policies, assignments/projects, student progress and school news. Additionally, please visit the Grade 9 Weebly Blog regularly to find all class documents. Parents, please do not hesitate to email me or visit during Office Hours should you have any questions or concerns.

 Thank You,

Adam Kalma

***The goal of English 9 and Composition*** is to develop essential reading, writing, listening & speaking, and language skills necessary to excel and thrive during students’ time at Da Vinci and beyond. These communication skills translate directly into the university setting and into the 21st century job force, preparing students for design based, and collaborative positions. We will be interacting with important works of literature and relevant informational texts in a series of classroom discussions, debates, essays, and projects where students take a hands-on, real world approach to applying their knowledge and skills. This course will require students to think critically about their lives and communities while becoming critics and manipulators of language.

ESSENTIAL SKILLS:

The following skills are essential to the English discipline. They fall into the following five categories (The sixth is a school-wide “Habits of Mind” category):

1. **Vocabulary:**
	1. Context clues
	2. Greek and Latin affixes
	3. Grade level content specific words
2. **Habits of Mind:**
	1. Accountability
	2. Collaboration
	3. Quality
3. **Reading:**
	1. Literary
		1. Theme and Central Idea
		2. Characterization
		3. Tone & Connotation
		4. Figurative Language
	2. Argumentative/informative
		1. Rhetorical Devices
		2. Purpose
		3. Audience
		4. Persona
		5. Argument
4. **Form of Writing:**
	1. Grammar
		1. Capitalization
		2. Comma usage
		3. Quote Lead in and Set-up
		4. Syntax
		5. Simple vs. Compound Sentences
		6. Independent vs. Dependent Clauses
		7. Appositives
	2. Structure
		1. Paragraph Structure
		2. Essay Structure
		3. MLA Formatting
		4. Email norms
		5. Professional Letter
5. **Content of Writing:**
	* 1. Thesis and assertions
		2. Evidence Credibility
		3. Analysis – Say, Mean, & Matter
		4. Word Choice & Vocabulary
6. **Communication / Speaking & Presenting:**
	1. Active Listening-paraphrase and respond
	2. Preparation
	3. Socratic Seminars
	4. Presentation Skills (verbal and non-verbal)

**SEMESTER SCHEDULE:

**Unit 1: Da Vinci Design Culture**

*Essential Questions:* What does it mean to be a Da Vinci Design student? How can I make sure I get the best out of this experience and learning environment?

*Literature:* Articles & Mindset

*Composition:* Letter to Future Self

*Deliverable*: Design Challenge & “Me” Speech

**Unit 2: Individual vs. Collective Identity**

*Essential Questions:* Who are you? What is important to you?

*Literature:* The Absolutely True Diary of a Part-Time Indian

by Sherman Alexie

*Composition:* Character Development Essay

*Deliverable*: “This I Believe” essay and Podcast

**Unit 3: PLAY it Forward**

*Essential Questions:* What skills do I need to develop in order to leave a lasting legacy?

*Literature:* Start Something that Matters by Blake Mycoskie

*Composition:* Infomercial script; Design plan Exhibition

*Deliverable*: Infomercial advertising Exhibition; 2D model of Exhibition flow

## CLASSROOM EXPECTATIONS

Our classroom, classmates and class materials are **highly** important to our learning. It must be a safe and healthy space to learn and share new ideas. These are guidelines are to be followed by students and teacher.

PROFESSIONALISM…

1. **Respect each other and our differences.** Overcome racist, homophobic, sexist, derogatory language. We use positive, inclusive language.
2. **Take ownership of your work and performance**. Seek help when needed, ask questions, and attend tutoring in Office Hours.
3. **Be on time**, *in your seat with materials out*, prepared for learning... otherwise, you are tardy.
4. **Teamwork**. Have utmost consideration for your collaborative partners or group. Complete tasks on time and to the best of your ability.
5. **Participate** in discussions and decision-making. Be an ACTIVE listener and contributor.
6. **Respect technology** by utilizing the computers/iPads for the assigned tasks and learning purposes only. Misuse will be monitored and addressed with parent contact.

UNPROFESSIONALISM…

1. Do not use cell phones, iPads, iPods, etc. in class unless instructed by Mr. Kalma. If I see it, I take it.
2. Do not consume food or drinks, other than water, in the classroom.
3. Do not violate dress code: appropriate shirts and pants, closed toe shoes (see School Handbook for reference for full dress code policy).

GRADING POLICY:

At Da Vinci, we use a Mastery Based Grading system.  Students will be graded on their ability to demonstrate proficient application of the 9th grade Essential Skills listed on pages 1and 2. Students will be given multiple opportunities to demonstrate their mastery of these skills each semester, along with the Habits of Mind skills that assess students’ work ethic and effort in projects and assignments. The grade will be broken down into the following percentages:

 **Essential Skills (80%) Habits of Mind (20%)**

Each student is responsible to meet all course requirements, including class participation, homework, quizzes/tests, collaborative work, and projects.  Several methods of assessment will be used during both semesters.  Students’ projects will be graded on both an individual and group basis when applicable.  Letter grades will be earned using the following scale:

*\*\*\*Note: Any grade lower than a C- (2.0 and below) is considered not passing (I=incomplete) (as any grade lower than a C disqualifies a student from becoming university eligible).  A student that receives a grade lower than a C- will be responsible for completing summer school, additional classes, or special assignments and work to complete the class for credit.*

|  |  |  |
| --- | --- | --- |
| Meaning | Grading Scale | PowerSchool Grading |
| No evidence. Students failed to submit an assignment.  | 0.0  |  No Pass |
| Evidence does not demonstrate understanding.  | 1.0 –2.0 |  No Pass |
| Evidence demonstrates basic understanding.  | 2.0 – 3.0  |  C- to B- |
| Evidence demonstrates proficient understanding.  | 3.0 – 4.0  |  B to A |
| Evidence demonstrates excellent understanding.  | 4.0 – 5.0  |  A+ |
|  |  |  |

Late Work Policy

Should class assignments, homework, or project pieces be turned in late, students will receive a deduction in Habits of Mind grades (which account for 20% of the student’s overall grade). It is highly recommended that assignments are submitted within a week of the due date to avoid overwhelming penalties. *Please note that most colleges to not accept any late work, so we need to take the opportunity to build time-management skills now.*

Makeup Work Policies

*If a student is absent…*

* Check the English 9 Weebly for important documents and class assignments or email as soon as possible.
* Students have the amount of time they were absent to make up work. *For example, if a student is absent one day, he or she has one day to submit missing work.*

*If a student is absent on the day of a quiz or an exam…*

* Students will **make it up the day they return to school. NO EXCEPTIONS.**
* *Note: Students will always know the date of an assessment at least a week in advance, if not more.*

CLASSROOM MATERIALS

The following are classroom materials that students must bring to ensure a quality education every day:

* Composition Notebook (with designated dividers)
* Sharpened pencils
* 1 pencil sharpener
* 1 glue stick
* Blue/black pens
* Plastic homework folder (one for all subjects is fine)
* Paper clips (if desired for organization)

\*Students may also need colored pencils or markers for different projects.

## IMPORTANT EVENTS

Here at Da Vinci Design High School, student effort, production, and achievement are showcased in several manners. Students are required to fully attend and participate in all of the following events.

**Student-Led Conferences (SLCs):**Student-Led Conferences (SLC) are held twice a year. These conferences are an opportunity for students to present their academic progress in a school setting. Students will lead a conference with a teacher representative and their parents. Student will examine evidence of their essential skill proficiency, as well as share an action plan to improve or continue progress. Finally, teachers will address any clarifying questions that students and parents may have.

SLCs are: ­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exhibition Night:**Exhibitions are held twice a year. These events are hosted after school from 6 pm until 8 pm. *Students are required to attend and participate for the entire duration of the event.* Exhibitions are events in which parents, family, teachers and community members are invited to view and experience the projects students have completed and knowledge that students have gained over the course of the semester. Students are required to wear professional attire unless otherwise instructed by their teachers.

Those 2 dates are: ­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Presentations of Learning (POLs):**POLs are reserved for the last days of each semester. Students are required to defend the skills, knowledge, and application of skills they have acquired over the course of the semester in all classes, excluding seminars and advisory. Students are required to wear professional attire, prepare a digital presentation of skills and knowledge acquired, and demonstrates skills and knowledge in a real world application.

A POL grade is also given at the end of the semester. POLs are one of the signature practices of Da Vinci Design High School. As such, freshmen students are given a minimum of one week to prepare and practice in class for this presentation of learning. Within this time, students are given matrices to select topics, checklists to collect data, work time to collaborate with classmates and teachers to refine skills and knowledge, opportunities to craft well-written, detailed outlines or scripts, work time to print, scan and copy necessary materials, participate in mock presentations, and speak with upper classmen who have completed successful presentations.

POLs this year are: ­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IMPORTANT NOTE: Students who choose not to present on the day of their scheduled POL date due to unpreparedness will forfeit the opportunity to present and therefore receive an incomplete (“I”) in the subject section of their defense. Students must pass four out of six subject defenses to receive a passing grade in their Semester Defense Portfolio.

**Please Note:** Absences and/or tardies do not excuse a student’s submission of late work. Moreover, technical difficulties (i.e. hard drive crash; printer issues such as no ink or jamming; or incompatible software programs) are an insufficient excuse of submitting late work. As freshmen, students are given ample opportunity to complete most assignments at school under the guidance of their instructor and therefore should not need to submit work late.

**Please sign this and have this signed by one of your parents/guardians by Friday, August 26, 2015 and detach the bottom portion of this form to submit to Mr. Kalma.**

**--------------------------------------------------------------------------------------------------**

Student Name (First and last name printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parents/Guardians:** Please read the syllabus fully and sign this page. Being able to have reliable communication with parents is key, so please be sure to fill out your email and phone number on the sheet sent home by Ms. Hannouche (the Physics teacher). Please have your child return this signed form by **Friday, August 26th**.

Additionally, please ensure that your student obtains The Absolutely True Diary of a Part-Time Indian by **Monday, August 29th** so that we can get started on our first project. Thanks!

*I understand and agree to the expectations and guidelines set forth in this syllabus.*

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

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any additional information about your child/questions/concerns: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_