

**Barnegat High School**

**Heroes, Myths, and Monsters Syllabus**

**https://docs.google.com/a/barnegatschools.com/drawings/d/s1qCXEyWFVomuStT6NEJ5jQ/image?w=687&h=2&rev=1&ac=1&parent=1dBNBn0JpdXf8CEai-JzmoGk-Mj4HB_ByP85t_3CwVW0**

**Course Information: Teacher Information:**

Heroes, Myths, and Monsters Mrs. Blasi

Full Year Course (609) 660-7510

C 103 [kblasi@barnegatschools.com](mailto:kblasi@barnegatschools.com)

**Course Description:**

Heroes, Myths, and Monsters is a course designed to explore the concepts of the hero's journey, along with myths, legends, and folklore from around the world. A variety of genres will be deeply examined including epic poems, short stories, novels, plays, and film. Students will be expected to compare and contrast, analyze, and identify and explore connections to modern life. Students will ultimately have the opportunity to compose an original story that includes a monster, a myth, and evidence of the hero’s journey.

**Course Competencies/ Learning Objectives**

Students who successfully complete the Heroes, Myths, and Monsters course will be competent in the following areas:

Reading Literature and Informational Texts

* RL.11-12.1. Cite strong and thorough textual evidence
* RL.11-12.2. Determine two or more themes
* RL.11-12.3. Analyze the impact of the author’s choices
* RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant
* RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text
* RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works

Writing

* W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately
* W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
* W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting

**Course Texts / Online Resources**

*World Mythology: An Anthology of the Great Myths and Epics* by Donna Rosenberg

Google Classroom

Newsela

[www.vocabulary.com](http://www.vocabulary.com)

[www.collegeboard.org](http://www.collegeboard.org)

**Required Materials**

1.5-2 inch Binder

Writing Utensils

Folder

Lined Paper

**Attendance Policy**

Regular and prompt class attendance is an essential part of the educational experience.  The Barnegat Township School District expects students to be responsible and exercise good judgment regarding attendance and absences.  Students accept full responsibility for ensuring that they complete any/all work missed due to absences.

**Printing Assignments**

Assignments must be turned in the day they are due in class, or via email, if the assignment permits, before the class period they are due. If I receive the assignment on the day it is due, but after the class period, it is considered late. A project or essay that is emailed after class the day it is due will be treated as late one full day. If you have a problem printing, emailing, or accessing your assignment, turn in a note from a parent explaining your issue the period the assignment is due.

**Tardy to Class**

Students must have a pass to enter the classroom late. When a student comes in late, he or she must sign in at the front of the room, hand the teacher the pass, and begin working immediately without disrupting the class. Failure to do so will result in disciplinary action.

Students are allowed three unexcused tardies per year; each tardy after the allotted three will result in a detention as per school rules.

**Lavatory Usage**

As leaving the class can become distracting, I encourage all students to use the lavatory between periods to better suit the needs of the class. However, if an emergency occurs, please note that I will NOT issue a lavatory pass the first or last ten minutes of the period, or if the class is in direct instruction from the teacher or from peers. Please note that the ability to leave my classroom for any reason is a privilege that is earned; it is not a given right.

**Course Topic Outline**

Please find a list of the units for this course:

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| **Content Area: English Language Arts** | |
| **Course Title: Heroes, Myths, and Monsters** | **Grade Level: 10, 11, and 12** |
| Unit 1: The Hero | 45 Days |
| Unit 2: Myths and Legends | 45 Days |
| Unit 3: The Monster | 45 Days |
| Unit 4: Analyzing Heroes, Monsters, and Myths in a Novel | 45 Days |

**Student Grades**

The grading system for this course is based on the category weights listed in each department’s policy.  For this course, those weights are listed below. Each marking period, students will have a minimum of three (3) Major Assessments and five (5) Minor Assessments (explained below).  Homework is graded for completion, and Class Participation is assessed using the district rubric.

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| --- | --- | --- |
| **M Major Assessments** | - | 5050% of marking period grade |
| **M Minor Assessments** | - | 3030% of marking period grade |
| **Class Participation** | - | 1020% of marking period grade |

Please note: the above areas are used as the basis for 80% of your grade for the course; the midterm and/or final exam will constitute the remaining 20% of your grade.

**Class Participation Rubric**

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| --- | --- | --- | --- | --- | --- |
| **https://lh4.googleusercontent.com/XEeqMhyhDmg3PrS35Uz5b4cs0M4ubBpYQWF2pUUn0pxGN5c-pW71G9Fq217cQRLxGINKTQgr6x49xn4ODgtLmgxQVAMt4l9I4pM7qS_ZaWbv8vYRUlL4BhGhMdo8W4WRtF3nKuzG** | **Academic Social Skills** | **Readiness to Learn / Study Skills** | **Homework** | **Classwork** | **21st Century College and Career Readiness** |
| **Meeting** **Expectations** | **20 points**  Student consistently demonstrates high levels of age-appropriate academic social skills by showing initiative and independence in all of the components below:   * Self-advocacy * Persistence ”grit” * Identifying one’s own needs and communicates needs to others   Student’s classroom behavior is focused, on-task, and serves as a role model for others; the student does not require support from teacher, parents or others. | **20 points**  Student   * consistently arrives prepared for class and ready to learn; * demonstrates high levels of organization, motivation, and ownership of his/her learning.   Student consistently produces notes and other materials that demonstrate: effort to learn &  • identification of the curriculum’s main ideas and important supporting details. | **20 points**  Student consistently completes the assigned homework and rarely misses a task, if at all.  Student consistently expends his/her best efforts to complete assigned tasks.  Homework consistently reflects high levels of care and  pride in work.  Homework is consistently done in a manner that advances learning. | **20 points**  Student   * consistently completes assigned classwork tasks; * voluntarily and actively participates in classroom activities on a consistent basis; * consistently remains focused and on task; * contributes to class discussions in a meaningful way, by actively listening, asking questions, or sustaining discussion; * consistently demonstrates leadership in collaborative activities. | **20 points**  Student consistently demonstrates competency in the following NJSLS Career Ready Practices.  CRP1.  CRP2.  CRP4.  CRP5.  CRP6.  CRP7.  CRP8.  CRP9.  CRP11.  CRP12.  \*A full description of  these items is listed at the bottom of the  rubric. |
| **Approaching Expectations** | **15 Points**  Student usually demonstrates age-appropriate academic social skills such as persistence or self-advocacy, but may require teacher prompting or direction.  Student’s classroom behavior is generally focused and on-task, but sometimes requires redirection or support from teacher, parents, or others. | **15 Points**  Student usually arrives prepared for class and/or demonstrates developing levels of organization, motivation, ownership of learning.  Student frequently produces notes and materials that demonstrate effort to learn and identification of mean ideas, but may also require prompting and direction. | **15 Points**  Student frequently completes the assigned homework but occasionally misses tasks, or tasks are completed with inconsistent effort .  Homework usually reflects high levels of care and  pride in work, but not always.  Homework is generally done in a manner that advances learning. | **15 Points**  Student   * usually completes assigned classwork tasks and generally produces his/her best work; * frequently  participates in classroom activities but sometimes requires direction and prompting; * during class discussions, usually contributes by actively listening, responding, and/or asking questions. | **15 Points**  Student frequently demonstrates competency in the following NJSLS Career Ready Practices, but may need direction and support.  CRP1.  CRP2.  CRP4.  CRP5.  CRP6.  CRP7.  CRP8.  CRP9.  CRP11.  CRP12. |
| **Not**  **Meeting**  **Expectations** | **10 Points**  Student occasionally demonstrates age-appropriate academic social skills such as persistence or self-advocacy, and/or  often requires teacher prompting or direction.  Student’s classroom behavior is generally unfocused and off-task, and frequently requires redirection or support from the teacher, parents, or others. | **10 Points**  Student rarely arrives prepared for class and/or demonstrates limited levels of organization, motivation, ownership of learning.  Student seldomly produces notes and materials that demonstrate effort to learn and identification of mean ideas, and often requires prompting and direction. | **10 Points**  Student rarely completes the assigned homework and frequently misses tasks, or tasks are completed with limited effort .  Homework rarely reflects high levels of care and pride in work.  Homework is generally not done in a manner that advances learning. | **10 Points**  Student   * seldomly completes assigned classwork tasks and generally does not produce his/her best work; * usually does not participate in classroom activities and often requires teacher direction and prompting; * during class discussions, usually does not contribute by actively listening, responding, and/or asking questions. | **10 Points**  Student rarely demonstrates competency in the following NJSLS Career Ready Practices, and needs direction and support.  CRP1.  CRP2.  CRP4.  CRP5.  CRP6.  CRP7.  CRP8.  CRP9.  CRP11.  CRP12. |
| **\*New Jersey Student Learning Standards for 21st Century Life & Careers / Career Ready Practices**  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence. | | | | | |

**Description of Categories**

* Examples of Major Assessments include items that are summative in nature, such as: tests, projects, research papers, prose-constructed response timed writings, formal presentations, reports, Socratic seminars, or any other type of assessment used to capture evidence of learning at the culmination of a unit of study.
* Examples of Minor Assessments include items that are formative in nature, such as: quizzes, reading comprehension checks, response journals, exit tickets, small-scale research activities, reading logs, in class worksheets, or any other type of assessment that is diagnostic in nature and used to guide instruction and provide ongoing feedback to students.
* Note: grades for individual assignments are entered into Genesis for the marking period in which the assignment is assigned and collected, and not a subsequent marking period.
* Extra Credit will only be available for assignments that have been approved ahead of time by the teacher and department supervisor.
* In this course, it is expected that students will submit only their best work, and teachers reserve the right not to accept work that is substantially below what a student is capable of producing.

**Plagiarism, Cheating, and Academic Integrity**

The Barnegat Township School District places a strong emphasis on students’ integrity, and the district will not tolerate instances of academic dishonesty.  Plagiarism is the practice of copying words, sentences, images, or ideas for use in written or oral assessments without giving proper credit to the source. Cheating is defined as the giving or receiving of illegal help on anything that has been determined by the teacher to be an individual effort.  Both are considered serious offenses and are subject to consequences described in the Student Handbook and Board Policy #5701.

**Classroom Expectations**

1. All school rules and policies apply to this class.
2. The teacher and students will work together for a respectful, safe classroom.
3. Students will come to class on time, prepared, and ready to learn.
4. Students will complete all assignments, including homework, by all deadlines.  Make-up work is only accepted after an excused absence. It is your responsibility to see me for your work before or after school.
5. Students will actively participation in class discussions and other activities in order to enhance their learning experiences.
6. Cell phones, iPods, or any other personal electronic devices are prohibited in class at any time.

**Extra Help and Support**

Occasionally, students will require additional help to master the content and skills in this course.  If you need additional help, there are a variety of options for you, including:

* Before/after school help sessions with your teacher
* Peer tutoring from NHS / NJHS students
* Free online tutoring with Brainfuse (available from the Barnegat Library website)

As your teacher, I am committed to your success.   If you need help, please ask!

Sincerely,

Mrs. Blasi

**Mrs. Blasi’s Barnegat High School 2019-2020 School Year**

**Heroes, Myths, and Monsters**

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| **Students:**  Please sign below to signify that you have read the course sheet for Mrs. Blasi’s class, will keep it in your folder, and will be responsible for the information throughout the year, and **will check Parent Portal at least twice per week at school or at home.**   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student printed name Student signature    **Check all the statements that apply to how you would like to communicate with Mrs. Blasi about your student’s progress. I will, of course, call for major concerns or accomplishments, but with approximately 130 students, I like to know how you’d prefer to communicate.**  \_\_\_\_\_ I/We have internet access at home, so we will check Parent Portal at least twice per week to check on my/our student’s progress. I/We will contact Mrs. Blasi about any concerns we have.  \_\_\_\_\_ I/We plan to email Mrs. Blasi weekly or monthly for an update.  \_\_\_\_\_ I/We do not have internet access at home, but I/we would like to have regular contact with Mrs. Blasi.  \_\_\_\_\_ I/we will call for an update on a regular basis.  \_\_\_\_\_ Other: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Parents/Guardians:**  Please sign below to indicate that you have read the course sheet for Mrs. Blasi’s class and that you will help your student be accountable for the information. If you have questions about the course or your student’s work, please do not hesitate to contact me; **email is the best way to reach me quickly**.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Parent/Guardian printed name Parent/Guardian signature    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Parent/Guardian **e-mail**  Parent/Guardian **daytime** phone number  (please print)  **Parents and guardians, please CIRCLE the best way for me to contact you:**  **e-mail phone** |



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**Please Keep this portion for your Records:**

**Mrs. Blasi Heroes, Myths, and Monsters** [**kblasi@barnegatschools.com**](mailto:kblasi@barnegatschools.com) **609-660-7510**