

Spaulding High School 2021-2022 Course Syllabus

Course Title: Sophomore English

Department: English

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Course Description: In Sophomore English, students will discuss, analyze, and reflect on a variety of genres, including fiction, drama, science fiction, and memoir. Units will include a reading component, formal and informal writing, and presentations. Students will also participate in a variety of discussions, including small groups, Socratic seminars, and online discussions.

Honors Component: Students who choose to pursue honors credit will develop a plan with the classroom teacher. Should students pursue the honors credentials, they will be asked to complete a series of enrichment assessments that correspond with each unit. Honors students will be expected to display academic achievement and leadership.

Units of Study:

A. Fiction: Choice of two (Highly Guided)

- How are the elements of fiction demonstrated in literature?
- How does implicit bias impact a culture?
- Why does a writer create the story he/she writes?

B. Drama: *Othello* by William Shakespeare (Less Guided)

- What are the elements of drama?
- How does Shakespeare use language?
- How are Shakespeare's themes relevant today?
- How do characters discover who they are through the action of the play?

C. Memoir: Literature Circles from student choice - Selected Texts (Independent Unit)

- What are the elements of memoir?
- How does the memoir create a bridge between fiction and nonfiction?
- Why is this person's story relevant?

Vocabulary and grammar instruction will be embedded into each unit of study.

Materials: This is a **suggested** list of materials. Please see me if you need assistance with any of these.

- Assignment book or pad/planner/phone calendar
- Charged chromebook
- Headphones

Replacement cost(s): *The average cost of replacement texts (for lost or damaged books) is \$10 for paperback and \$15 for hardcover.*****

Learning Tasks: Most class assignments at the start of units will be learning tasks, specially designed to learn and practice the skills which will later be assessed for the standards. It will therefore be important for students to complete all assignments in a timely manner and to the best of their abilities so they have a clear idea of any areas they

need to focus on to pass the standards.

Assessment/Reassessment:

- Class assignments tied to reading, writing, and speaking standards will be assessed using a graduated system.
- The first assessments for any performance indicator will be highly guided. This means students will be doing assignments with the teacher and their peers. Students will be able to show proficiency with support. These are considered formative (learning) assessments; they are essential for feedback and growth.
- The next assessments for each performance indicator will be less guided, but will still contain supports to reach proficiency. These are also formative assessments.
- Students will then have an opportunity to show proficiency independently. It is the independent (summative) assessments that will determine a student's progress with the standards. With rare exception, students must complete formative assessments before they are able to attempt a summative assessment.
- Students will be allowed and are encouraged to reassess in order to reach proficiency or exemplary. This will become increasingly important with the independent assignments. Students must discuss a plan for additional preparation for reassessments.
- Reassessments MUST be done in a timely manner (within two weeks of original assessment). Please schedule an appointment with your teacher if you need to review skills or conference about assignments.

Safety protocols (these may change over the course of the year):

- Wear your mask over your nose and mouth at all times
- No food, but you may drink in our classroom
- Don't leave any possessions in classrooms

Classroom Expectations:

- Learning expectations - The most important classroom expectation is that everyone **attempts every assignment**, knowing that continued practice leads to improved learning and success. This includes **completing all reading assignments**, which are generally the basis for other learning tasks.
- Cell phone expectations - While cell phones and other personal devices have important uses in the 21st century, they are not required for the successful completion of this course. It is my expectation that all of these devices are out of sight during class. If you have an academic or critical need to use your device, please ask first and be ready to explain what that need is. Playing games during class is not acceptable at any time.
- Chromebooks - They should be brought to class and be sufficiently charged. **Charging Chromebooks during class is not possible**. Playing games during class is not acceptable at any time.
- Behavioral expectations - Follow all school rules listed in the student handbook, AND

follow class contract (we will develop this together).

- Supports - Students should seek help from teachers during academic advisory time. This is also a time for you to complete assignments
- "Passes" - In lieu of orange hall passes, please fill out the form found on the Google classroom anytime you need to leave the classroom. Only one student is allowed out of the classroom at a time (unless otherwise approved by the teacher). Teacher permission is required.

Academic Honesty:

1. Academic dishonesty includes, but is not limited to:
 - a. Copying work from another student (past or present)
 - b. Sharing one's work with another student
 - c. Copying work from the internet without proper citation and/or paraphrasing.
 - d. Re-submitting previously submitted work
2. Infractions will result in Office Referrals and communication with parent/guardian for all students involved. Infractions will be documented and tracked across the school in all of a student's classes.
3. Infraction consequences may include:
 - a. Redoing the assignment
 - b. Loss of ability to earn Exemplary on those indicators/assignments
 - c. Loss of embedded honors (Academic Dishonesty is not honorable)
 - d. Loss of eligibility in NHS or Scholarships
 - e. Failure in the course

List of Assessed Course Standards:

In order to achieve an individual course standard, a student must meet the criteria (performance indicators) listed within that standard by the end of the course. The Reading and the Writing standards are **required standards**; they must be "Proficient" by the end of the course in order to receive credit for the overall course.

| STANDARD | PERFORMANCE INDICATORS |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <u>READING:</u> Students will comprehend, interpret, analyze, and evaluation a wide range | <ul style="list-style-type: none">• R.a. Cite evidence to support analysis• R.c. Analyze elements of literature |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| and level of complex literary and informational texts | Demonstrate proficiency in at least one of the remaining performance indicators: <ul style="list-style-type: none"> • R.d. Determine deeper meaning • R.e. Analyze text structure • R.f. Determine author’s purpose |
| <u>Writing:</u> Produce clear and coherent writing for a range of tasks, purposes, and audiences. | <ul style="list-style-type: none"> • W.a. Write argument essays Demonstrate proficiency in <u>at least one</u> of the remaining performance indicators <ul style="list-style-type: none"> • W.d Use the writing process • W.e Use reflection/metacognition • W.f. Use standard citation format (MLA) to integrate information |
| <u>Speaking/Listening:</u> Indicate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively. | <ul style="list-style-type: none"> • SL.a. Refer to evidence from text Demonstrate proficiency in <u>at least one</u> of the remaining performance indicators: <ul style="list-style-type: none"> • SL.c. Respond thoughtfully • SL.e. Evaluate speaker’s point of view |
| <u>Presentation:</u> Present information, findings, and supporting evidence conveying a clear and distinct perspective | <ul style="list-style-type: none"> • P.a. Develop a clear line of reasoning Demonstrate proficiency in at least one of the remaining performance indicators: <ul style="list-style-type: none"> • P.c. Use audience/purpose awareness • P.d. Use digital media to enhance presentation |
| <u>Language:</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | <ul style="list-style-type: none"> • L.a. Demonstrate command of conventions Demonstrate proficiency in at least one of the remaining performance indicators: <ul style="list-style-type: none"> • L.e. Acquire and use academic language • L.f Demonstrate vocabulary independence |

NOTE: Students must demonstrate at least a “Beginning” level on all performance indicators to earn course credit (no PI’s can be “No Evidence”)

Spaulding High School
2021-2022 Overall Course Performance Grading Guideline

| COURSE PERFORMANCE RATING | GPA Value | GRADING CRITERIA |
|---------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exemplary | 4.0 | <ul style="list-style-type: none"> ● All standards are Exemplary or Proficient, AND ● Majority of standards are Exemplary |
| Partially Exemplary | 3.5 | <ul style="list-style-type: none"> ● All standards are Exemplary or Proficient, with at least one standard being Exemplary |
| Proficient | 3.0 | <ul style="list-style-type: none"> ● All standards are Proficient |
| Partially Proficient | 2.5 | <ul style="list-style-type: none"> ● All required standards are Exemplary or Proficient, AND ● Majority of standards are Proficient, AND ● No standards are Beginning or Insufficient Evidence |
| Developing | 2.0 | <ul style="list-style-type: none"> ● Majority of standards are Developing. |
| Beginning | 1.0 | <ul style="list-style-type: none"> ● Majority of standards are Beginning. |
| Insufficient Evidence | 0.0 | <ul style="list-style-type: none"> ● Majority of the standards are Insufficient Evidence. |

*Honors and AP courses would add an additional 0.33 to the GPA score.

The guideline is used to assess an overall course performance. When the guideline does not completely represent the situation, professional discretion will be used.

Guidelines for Incompletes:

- The student has extenuating circumstances.
- The student has arranged a reasonable plan with the teacher (such as a contract).
- Incompletes will be granted for a two-week period. Additional extensions may be granted with the permission of the department chair if a student is making reasonable progress.

