

English Language & Arts: Year A

Welcome to English Language and Arts class! In this course, students will read, analyze and interpret fiction, nonfiction, drama, and poetry print and nonprint texts. Students will develop and refine reading, research, writing, and speaking skills to improve their roles as communicators in the twenty-first century.

COURSE DESCRIPTION

Students can expect this course to require them to use higher-level thinking skills. Students will be expected to compare, contrast, construct, argue, evaluate, infer, deduce, analyze, interpret, criticize, apply, synthesize, explain, justify, summarize, revise, write, and test. It will be imperative that students are prepared to be challenged and to work diligently.

Because the content for the course is extensive, students should expect to complete coursework independently using Moodle or other materials/sites to guide their endeavors. This independent study will require you to conduct your own research to advance your own learning. Students will further develop their skills in citing textual evidence to support their ideas, conducting research, analyzing print and non-print text, analyzing characters and point of view, reading texts with varying levels of complexity, analyzing the structure of text, communicating effectively in writing and speaking, and evaluating author's arguments.

TECHNOLOGY

I expect you to bring your computer with you to class, completely charged, every day! Technology is incorporated into the course on a daily basis. This course uses Moodle, an online space for course materials. Here you will find sources such as flip charts, notes, instructional materials, supplemental readings, assignment/project descriptions, rubrics, etc.. Moodle may also be used for submission of many assignments. In addition, you will be required to utilize technology on a regular basis in your research for the course and to complete a variety of assignments and assessments.

Students in English Language and Literature will be exposed to a variety of literary pieces and genres such as drama, short stories, novels, poetry, persuasive, and expository texts. Through the study of these texts, they will engage in metacognitive activities: considering what they do to interpret a text based on their unique prior knowledge and how they construct an interpretation when meaning breaks down. In other words, students will be armed to fight difficult texts—in high school, college, and life—with an arsenal of literary strategies. They will also analyze texts for stylistic devices authors use to engage their audience. This will serve two purposes: one, that they have the tools necessary to assist them when searching for messages inferred in the text; two, that they can consider their own style and the ways their stylistic choices can engage their audience. Students will practice writing for various purposes and implement tools in their own craft. Finally,

students will reflect on their growth as a reader and writer and articulate the purpose behind the strategies; students will be encouraged to collaborate with their peers and begin to voice their thoughts clearly and honestly.

Overall, these units are designed to provide students with tools to critically engage in the world through reading, writing, and dialogue. These skills will prepare students with the foundation they need to be successful throughout their high school career and begin them on the path toward becoming critical, historically, and culturally informed citizens.

COURSE THEMES

Cycle 1: Community

Cycle 3: Perspective

Cycle 2: Journey

Cycle 4: Change

FORMATIVE & SUMMATIVE ASSESSMENTS

Formative Assessments: Formative assessments are those that need to be completed to demonstrate progress and/or the need for additional practice or instruction. *Failure to complete formative assessments will be reflected in a student's overall grade.*

Summative Assessments: Summative assessments are those that need to be completed to demonstrate mastery of the subject, content, or skill. *Failure to complete summative assessments will be reflected in a student's overall grade.*

The late policy (10% deduction) applies to ALL assessments/assignments, this includes both formative and summative work.

GRADE PERCENTAGES

Marking period grades are calculated for this course using the following categories and percentages.

Homework: 10% Formative Assessments

Classwork - Daily (in-class) Assignments/Activities: 25%

Projects, Research, & Writing Assignments: 30%

Tests/Quizzes/Exams: 35%

GRADING POLICY

Your grade for this course will be earned based on a variety of assessments including, but not limited to, quizzes, tests, homework, writing assignments, essays, Socratic Seminars, in-class activities, projects, etc.. I am more than happy to accept work turned in past the deadline for reduced credit. I'll also accept incomplete work for partial credit. Submitting late work will significantly impact your grade. Students will not be tested or required to hand in assignments on the day the student returns from school if they were assigned on the day the student was absent. Students shall adhere to deadlines for tests and projects that were established/assigned prior to the absence.

Students have equal to the number of days absent for make-up work, test, assignments, reports, etc., up to a maximum of five (5) days without penalty.

LATE POLICY

There will be a 10% deduction from the score of an assignment, when an assignment is submitted late. An assignment is considered late if it is not submitted at the time of collection.

Grading Scale:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

ACADEMIC HONESTY

Your grade is a reflection of your skills, knowledge, and understanding of the course content. Therefore, *any work that is not your own will not be accepted or assessed*. Cheating or plagiarism of any kind will result in a 0% for the assignment. This includes homework, daily in-class assignments, writing assignments, projects, quizzes, and tests. Assignments that require you to use additional resources (books, websites, photographs, etc.) must be properly cited to submit with your work.

ATTENDANCE

Attendance is important to student success. All work (in-class and homework) must be made up when a student misses school for any reason—including excused trips. Students going on excused trips must get the assignments BEFORE leaving on their trip, and it is due

the day they return to school from their trip. It is the expectation of the teacher that she will be notified of the trip at least a week in advance. Students who are absent from class for ANY reason (field trip, vacation, sports, etc.) are responsible for talking with me to find out what they missed. If a student is in school, but misses English class (sport, appointment, etc.), the student MUST see me beforehand to submit that day's homework and to find out what he/she will be missing in class. If the student doesn't do this, the assignments given and collected on that day will be considered late. The student will need to arrange to make up missed assessments. (tests, quizzes, etc.)

ESSENTIAL AGREEMENTS

1. Ask logical and related questions.
2. Be on time.
3. Please listen to avoid asking the same question repeatedly.
4. Participate fully in group and class activities/lessons/discussions/group initiative.
5. Be confident. Each of you is capable of achieving great success in this course. Believe in your abilities and your potential to be a successful learner! I believe in you. :)
6. Come talk to me! If you ever have any questions or need help, do not hesitate to stop by and see me during advisory hours.

Here is what you should expect of me:

1. I will provide you with timely, detailed, and constructive feedback regarding your work.
2. I love to maintain organized grades and classroom materials.
3. I respect your ideas, opinions, viewpoints, and needs.
4. I will provide you with clear directions, rules, and expectations to guide your learning.
5. I'm available for communication and collaboration with you and your parents/guardians.