

English 1-2 COLLEGE PREP Syllabus

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Course Description

This course counts as the first year of high school English. Its goal is to prepare students for upper level English classes and for entrance to college (it meets a-g requirements for the UC system). Students will begin their preparation for **leadership** in college and the world of work in the **literacy** areas of reading, writing, and listening/viewing/speaking skills as outlined in the California Standards for English-language Arts and the Common Core Standards. **Year-long ESLR focus: Responsible Community Leader.** Students taking this course should have near ninth grade level reading skills or above and be able to write an organized paragraph with basic control of grammar, usage, spelling, and mechanics.

Summer Project--Reading History (Due at student orientation. If enrolled later, due first day of school or within one week of enrollment). Students who transfer mid-semester with grades from another school are exempt.

ESLR focus: Literate citizen

How does reading literacy (ability to comprehend written words and language) affect me?

1st quarter: Literature through the lens of biography: Poe and Cisneros

2nd ESLR Focus: Literate citizen

What is the process by which individuals develop a sense of personal identity?

How do the decisions people make about their environment affect their sense of identity?

What effect does literacy have upon a community?

Progress report #1

- Literature: "The Road Not Taken" Frost and "Song of the Open Road" Wordsworth; Edgar Allan Poe Author Study: "Annabel Lee", article about Poe (pages 194-197 in textbook), "Letter to Maria Clem", "Cask of Amontillado"
- Independent reading self evaluation
- Writing pieces: all-school timed writing; biographical narrative--first processed piece
- Tests: literary terms quiz #1; fragment and run-ons quiz

Progress report #2

- Literature: "The Bells"; *House on Mango Street* Cisneros --includes group presentations
- Independent reading book completed along with google doc and reading conference by
- Writing: response to literature--second processed piece
- Tests: Literary Terms Quiz 4 and 5; U1 Sentence Basics Test; U2 Using Verbs Test ; Cumulative Test 2.5; Benchmark Exam

2nd quarter: Literature through the lens of history: Ancient Greece

2nd ESLR Focus: Self-directed learner

What role does perseverance play in enabling people to accomplish their goals?

How do the decisions people make affect their ability to reach a goal?

How does an epic reflect the values and ideals of a nation or race?

Progress report #3

- Literature: "The Necklace" de Maupassant, from Homer's *Odyssey* Book intro and starting book IX
- Independent reading self evaluation
- Writing: two timed writings using different compare-contrast formats
- Tests: Literary Terms Quizzes 6-8; cumulative test including U1-U2

Semester 1 high school transcript grade includes all work completed for the semester and turned in. Essay final and multiple choice final given the following week count as 20% of the semester grade.

- Literature: *Odyssey*--finish Book 9 and other selected parts
- Independent reading (at least 1 book read and google doc and reading conference)
- Writing: Final compare-contrast piece (format #2) typed MLA (used for senior portfolio entry and includes speech); final timed writing essay,
- Final ESLR evaluation for all school projects:
- Tests: Lit terms quiz9-10, U3 Combining Sentences, Cumulative Test 3.5; multiple choice final.

3rd quarter: *Romeo and Juliet* through the lens of genre: drama

2nd ESLR Focus: Values-conscious thinker

To what extent are human beings connected to each other?

How are personal values revealed by actions?

What values do we expect to find in our community leaders?

Progress report #4

- Literature: *Romeo and Juliet* Acts I-III
- Independent reading self-evaluations
- Writing: Business letter, Problem-solution essay
- Tests: Lit terms quizzes 8-10, U4 Organization, Cumulative test 1-4,

Progress report #5

- Literature: *Romeo and Juliet* Acts IV-V. Pyramid project pieces, boards complete
- Independent reading--at least 1 book read and google doc and reading conference
- Writing: mid-term all-school timed writing essay, analytical essay--portfolio piece with ESLR eval and speech.
- Tests: Lit terms quizzes 1-4, U5 Using Correct Language, Cumulative test 1-5

4th quarter: *Fiction and Nonfiction* through the lens of aesthetics: style

2nd ESLR Focus: Effective Communicator

What are the factors that create effective communication?

How do people use moral principles to guide decision-making and in persuading others?

What is the role of integrity in effective communication?

Progress report #6

- Literature: *Stuck in Neutral* or *Picture Bride*, several nonfiction articles, and other types of informational material
- Independent reading self-evaluations
- Writing: Persuasive essay, business letter,
- Tests: Lit terms quizzes 5-7, U6 Mechanics, Cumulative test 1-6

Semester 2 high school transcript grade includes all work completed for the semester and turned in by 6/6. Essay final and multiple choice final given the following week count as 20% of the semester grade.

- Literature: Speeches: "I Have a Dream", "Hope and Glory"; Poetry: "A Poison Tree", "Fireworks", Memoir: "First Appendectomy", assorted selections and articles
- Independent reading--at least 1 book read and google doc and reading conference
- Writing: Mini-modes project--one essay with multiple writing types senior exhibition piece with ESLR eval and speech, final essay exam 6/10
- Final ESLR evaluation for all school projects
- Tests: Lit terms quizzes 8-10, multiple choice final exam module 2 on 6/11, modules 3 and 4 on 6/12.

Additional Key Assignment:

LCHS students are expected to collect one key assignment graded by both standards-based and ESLR-based rubrics in each course that they take. It is the student's responsibility to place these assignments in the English portfolio kept in this English class. At the end of the year, students will complete an evaluation assignment of their portfolio pieces.

Attendance in all classes for which a student is registered is an essential part of meeting the requirements to pass each course. Students will not receive credit for this course if they have more than 7 excused or unexcused absences within any one semester. Course absences can be made up by completing the missed course work through an independent contract provided the missed course work is completed within 2 weeks of the due date or by completing the missed course work during Saturday school.

All students are responsible to meet the due dates listed on this syllabus. Students have the responsibility to check the classroom website and check in with the teacher to make sure all missed class time is made up. Work due on the date of an absence becomes due on the day the student returns. Do not expect class time to make up work. Instead, you will need to use study skills time, extended lunch periods on Wednesdays or Thursdays or after school.

Academic Integrity: All work must represent original work done by the student alone. Any work on an assignment that comes from someone else must include acknowledgment of that person's contributions. Citations are a must. Cheating and plagiarism are serious offenses. At the first offense, the student will receive a zero and the office and parents will be notified. Subsequent consequences include suspension.

Weighted Grading Categories for this course:

Formative: 25% Daily assignments 15% Independent reading

Summative: 40% Tests and Projects 20% Final

LCHS Grading Scale:

Grade	Percent	Unweighted / College Prep G.P.A
A	100% - 94%	4
A-	93%-90%	3.75
B+	89%-87%	3.5
B	86%-84%	3.25
B-	83%-80%	3
C+	79%-77%	2.8
C	76%-74%	2.4
C-	73%-70%	2
D+	69%-67%	1.8
D	66%	1.4
F	65%-0%	0

English 1-2 Classroom Grading Features

Students who earn a percent less than fifty on an assignment will receive 50% .

Students who do not turn in an assignment that can be made up will receive 40%.

Therefore, if you see a 40% grade on any assignment, make it up immediately.

Save returned assignments in case there is a question on the grade later on.

Make up work immediately.

If you have a question regarding a grade, talk with the teacher outside of class--
before or after school, during break or lunch, or by email anytime.

Supplies:

several pens (dark ink) and pencils (with erasers)

planner and pass sticker

lined paper with no ragged edges (2 clean sheets per day)

independent reading book

Interactive Reader

If you have a leaky nose, please bring a supply of tissues.

Textbook: *Language of Literature*

Each student will receive a textbook to keep at home. It must be returned in the same condition that it was received before final grades will be entered on the student's transcript. If a textbook is returned to the classroom, make sure and get a signed receipt for the textbook.

Students will receive two workbooks--one for grammar (GUM book) and one with selections from the textbook (Interactive Reader). These are the books that go back and forth between home and school on a daily basis. These books should be kept in good condition. There will be a \$5 fee to replace a lost book.

If a classroom library book is borrowed. Please take care of it and return as soon as possible. \$5 fee if the book is lost. Feel free to donate to our classroom any books not being used any more.

Classroom Guidelines:

1. Come every day
 - on time (in seat at the start of class)
 - dressed for success (prescribed dress for the day)
 - supplies in hand
 - homework out and ready to turn in
 - with a ready-to-learn attitude.
2. Treat everyone and everything with respect and kindness.
3. Follow all school rules, classroom procedures, and directions.

4. Risk! Go for it and give every task your very best.

Basic Guidelines:

1. No hoods or hats.
2. Water bottles are encouraged to hydrate the brain, but no other food or drinks.
3. No technology use without direct permission every time.
4. Any electronics used without permission must be given to the teacher when asked.
They will then be given to the principal.
5. Passes are not a right and are given at the discretion of the teacher.
 - if you want a pass to leave class expect the answer to be *no*.
 - if it is an emergency, inform the teacher politely and take a seat.
 - Your task is to remain in class the whole period.
6. Stay in your assigned seat unless directed to do otherwise.

Rewards and consequences: Rewards for positive behavior means more privileges for individuals and for the class as a whole--and more learning! Consequences include warning, time-out, student-teacher conference, parent contact, administration contact.

Pass Policy:

Students are expected to be in class everyday and stay in class the whole period. The default response to any request for a pass is *no*. Students should take care of restroom needs between classes and office needs during breaks and before/after school. What most students believe to be emergencies are not. That being said, genuine emergencies and extenuating circumstances arise. Rewards in the classroom will often come in the form of a free "yes" pass which should be saved for emergency situations. Major projects turned in on the due date qualify for one of these pass rewards (including summer project turned at student orientation). Also, lit terms tests that score 100%.

Extra Credit

No assignments will be given as extra credit to help make up work that was not done or improperly done. Many assignments can be re-done. If a student "knocks my socks off" on an assignment, I may give more than 100% as a grade. A very few assignments will be optional--a way to earn credit if the student chooses, or not. In this class the words "Extra Credit" generally mean extra privileges.

Communication makes all the difference. Email works great for me (Mrs. Samuels, the teacher). If I don't answer right away, please don't assume I am ignoring you! Sometimes a flood of emails comes through or one seems to get lost in cyberspace! Email again to check. Your thoughts are important to me and I don't want to miss them.

Parents and Students are responsible to know this information and follow accordingly. Your signatures on the response form indicates that you have read, understand, and are agreeable with the above terms of the course. If you have any questions, please contact me.

Attitude is everything. Your readiness to learn, to participate, to take risks, to delight in the incredible world of the English language will take us to incredible places!