

English 1-2 STANDARD Syllabus

LCHS Mrs. Samuels, Teacher

email: pam.samuels@lfcinc.org

website: <https://sites.google.com/a/lfcinc.org/mrs-samuels-2010-2011>

Course Description

Students will develop as readers and writers as they analyze classics and contemporary works. This course is designed for students who have the basics of reading and writing. They are probably operating at a middle school level and this course will give them opportunity to push their skills to a high school level. It will also meet the individual needs of those still in the process of learning English as a second language. Preparation for CELDT and CAHSEE exams is a priority. This course meets graduation requirements for high school, but not the a-g requirements of the UC system. The curriculum aligns with the honors and college prep classes, but it provides more structure and support than what is found in those classes.

1st quarter: *House on Mango Street* by Sandra 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

- *House on Mango Street* read and studied through page 60
- writing pieces: all-school writing prompt, descriptive writing paragraph structure (including first processed piece describing character and a timed piece describing setting using spatial organization)
- tests: vocabulary mastery test 1, text structure mastery test, and academic/domain-specific language test #1
- independent reading self-evaluation

Progress report #2

- finish *House on Mango Street* and then start *Odyssey*
- writing pieces: dialogue, informational writing: compare-contrast and cause-effect paragraph structure, biographical narrative (second processed piece); friendly letter
- tests: text structure mastery test 2, benchmark multiple choice test, reading comprehension for informational text mastery test 3, and academic/domain-specific language test #2
- independent reading book complete along with google doc and teacher conference

2nd quarter: *The Odyssey*

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

- read and study *Odyssey* book IX and selected parts from the rest; “The Odyssey; A Book Review” by Stephen Goode, “Penelope” by Dorothy Parker
- writing pieces: response to literature (third processed piece which can be used as a senior portfolio entry and will involve a speech)
- tests: understanding literature mastery test 5, and academic/domain-specific language test #3
- independent reading self-evaluation

Semester 1

- reading pieces will be short (similar in length to testing pieces) and provide examples of a wide variety of genre
- independent reading book complete along with google doc and teacher conference
- writing piece: compare-contrast essay (fourth processed piece which can be used as a senior portfolio entry and will involve a speech)
- tests and projects: writing strategies mastery test 5 and academic/domain-specific language test #4, all classes ESLR project evaluation, final timed writing essay , multiple choice final.

3rd quarter: *Romeo and Juliet*

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

- reading: *The Tragedy of Romeo and Juliet*, Acts I and II (selected parts of the play read in depth, acted out, or viewed)
- independent reading self-evaluation
- writing: business letter to the prince (problem-solution organization, first writing processed piece), foil character compare-contrast short essay
- test: *Romeo and Juliet* Act 1 test, sentence basics test, academic/domain-specific language test #5

Progress report #5

- reading: *The Tragedy of Romeo and Juliet*, Acts III- V (selected parts of the play read in depth, acted out, or viewed), various articles on the idea of love at first sight.
- independent reading book complete along with google doc and teacher conference
- writing: Is love at first sight genuine love? (second writing processed piece--use as senior portfolio entry and a speech is involved), midterm all school timed writing essay
- tests and projects: group pyramid project, 9th grade lit terms tests 1, 2, and 3, using verbs test plus accumulative test, midterm multiple choice benchmark test

4th quarter: *Short Stories, Poetry, and Nonfiction*

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

- reading: (*Romeo and Juliet* may overlap) *Stuck in Neutral* by Terry Trueman
- independent reading self-evaluation
- writing: research and analytical essay
- tests and projects: combining sentences plus accumulative test, 9th grade lit terms 4, 5, 6, and 7

Semester 2

- reading: finish *Stuck in Neutral* and finish with various short writing examples to prepare for final exam
- independent reading book complete along with google doc and teacher conference
- writing: research and persuasive essay
- tests and projects: writing organization plus accumulative test, 9th grade lit terms 8, 9, and 10, all classes ESLR project evaluation, final timed writing essay, multiple choice final.

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.

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.

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.

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--don't count on time in class because we have moved on. Work due on the date of an absence becomes due on the day the student returns.

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.

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.

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 off my socks” on an assignment, I may give more than 100% as a grade. In this class the words “Extra Credit” generally means extra privileges.

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
A	100% - 94%
A-	93%-90%
B+	89%-87%
B	86%-84%
B-	83%-80%
C+	79%-77%
C	76%-74%
C-	73%-70%
D+	69%-67%
D	66%
F	65%-0%

Textbook: *Language of Literature*

Each student will receive a hardback textbook to take home for the year. We have an additional set in the classroom so this big book can stay home. It should be kept in good condition and returned during finals week in June. Any books not cared for or not returned will need to be paid for before the year end grade in order for the course will be recorded on the student's transcript.

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. There is a \$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, as well as 100% on most tests.

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!