

English 1-2 Course Overview

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Room M-219

Franklin High School
2019-2020

Our Focus: Hero's Journey / Coming of Age

Course Description: Language Arts 9th grade students explore the major themes related to personal identity and heroism. Students make meaningful connections to thematic units and extend understanding beyond the text. They read a balance of contemporary and classic works—short stories, essays, novels, poetry, drama, and nonfiction—that encourage them to make inferences and to look at the world through archetypal patterns. Students also choose and read in Choice Books, texts they elect to read for themselves. Students work to become effective writers, critical thinkers, attentive readers, and engaging presenters

Learning Targets for This Year:

Reading:

R1: I can cite strong text evidence to support my topic and ideas.

R2: I can identify and analyze themes and central ideas.

R3: I can identify and analyze literary elements, especially the use and development of character.

R4: I can identify and analyze author's craft.

R10: I can demonstrate comprehension of informational and literary texts.

Writing:

W2: I can write organized, well-supported expository texts.

- I can introduce my topic and organize my ideas.
- I can develop my topic and ideas in my writing using details, quotations, and examples from the text.

W3: I can write organized narrative texts that utilize narrative techniques.

- I can use narrative techniques: dialogue, characterization.
- I can use narrative paragraphing and organization.

Language:

L1: I can use a variety of sentence structures in my writing.

L2: I can use correct capitalization, punctuation—including semi-colons—and spelling.

Writing Process:

W5/W10: I can practice English 1-2 skills: the writing process and reading strategies.

Speaking and Listening:

SL: I can share my understanding through discussions and presentations.

Readings: We will read a wide range of texts from a variety of sources, some of which may include:

The Odyssey, Homer
Henriquez

Circe, Madeline Miller

Of Beetles and Angels, Mawi Asgedom

The Tragedy of Romeo and Juliet, William Shakespeare
Darrow

The Book of Unknown Americans, Cristina

Ray Bradbury Short Stories, Ray Bradbury

The Hate U Give, Angie Thomas

The Girl Who Fell From the Sky, Heidi W.

Required Materials/Supplies: When the bell rings please already be seated in your desk prepared to engage. You will need the following supplies with you everyday in class:

- **Spiral notebook, sized 8 ½ x 11 inch**
 - We will organize into three sections: Warm-ups, Choice Book Journal, Skills Practice
- **Pens** (blue or black ink) or **pencils**
- **Highlighter** for marking text
- **Glue stick**
- **Choice book**
- **Planner** (we will write the plan for the week in this; double check agenda each day at start of class, on slide)

Assessment and Grading:

This class will be graded using a **standards and proficiency-based system**. *A student is proficient in a skill if they can demonstrate, and repeat, a thorough knowledge, understanding, and performance of the skill.* The skills focused on, for instruction and evaluation, will be from the English Language Arts Common Core learning targets in reading, writing, language, and speaking. The goal is to prepare all students for success in AP classes, required assessments, college, and careers.

What this means for students:

- Each semester, you will demonstrate your proficiency at the designated learning targets, or skills. Proficiency grading puts the focus on building and improving skills—the goal of this class.
- Each learning target skill will be assessed on a four-scale rubric:

Highly Proficient	4.0
Proficient	3.0
Close to Proficient	2.0
Developing Proficiency	1.0
Insufficient Evidence	NE

- You may rewrite and resubmit your attempts at the learning target assessments during tutorials. You will have at least two attempts at each skill. The central writing standards are weighted more than other standards, due to their complexity and difficulty: these are our priority standards.

Priority Standards Semester 1: **W2 I can write organized, well-supported expository paragraphs.**

Priority Standard Semester 2: **W1 I can write organized, well-supported expository essays.**

- Your overall semester grade is the average of each target brought together to create one overall average.
- At the end of each semester** (January and June), averages convert to letter grades determined by the following:

A	4.0 - 3.6
B	3.5 - 3.0
C	2.9 - 2.5
D	2.4 - 2.0
F	< 1.9

Note: **Synergy does not correctly show the D grade. It will show from 2.4 below as an F, but that is NOT accurate.**

Please use the above scale when checking Synergy, and ask if you have questions!

Absences and Due Dates:

- All Assessments are **due at the beginning of the class on the day specified.**
- Learning Target assessments** turned in late, will not receive feedback from me, only a grade. You have one week to turn a late Learning Target. If you pre-arrange with me an extended due date before the day it is due, you will receive feedback. If a Learning Target assessment is in the form of a quiz, you need to make it up during the next tutorial period. You have one week.

- **Skills Practice assignments** that we complete in class are expected to be completed by the next class. You will get a stamp on these the next class. I will collect your notebook at least once a quarter, to assess your skills practice.
- If learning is missed due to an **absence, YOU are responsible** for getting the information, the in-class skills practice, or scheduling a time to take the quiz.
 1. First, talk to a friend or peer (weekly agenda helps here).
 2. Then, find that assignment or reading from the “Extras” area of the room.
 3. Lastly, ask me if you have questions. Tutorial is a great time for this.
- If you have a pre-arranged absence, please request assignments beforehand, and complete them on time. Remember: You are responsible for your learning and what you miss while absent. Use the tutorial.

Honors Option Contract:

Students can sign an honors contract for each semester of English 1-2, if they want to strive to add an honors designation to their transcript at the end of each assessment. Expectations of an honors student:

- Choose “Challenge Options” on assessments
- Scores proficient and highly proficient on all assessments
- Engages in rewriting and attends tutorials
- Open to learning, leading, and challenging self

Behavioral Expectations:

At Franklin High School, in addition to following all school rules, we expect staff and students to:

Strive to be...

Thoughtful – We celebrate the diversity and recognize the varied learning needs of our peers.

We put time and effort into our work.

We are engaged in the classroom and learn bell-to-bell.

We process complex issues with care.

Respectful – We respect the diverse learning needs of our peers.

We follow directions and class norms.

We do not use racist, sexist, or homophobic language of any kind.

We keep distractions, such as electronic devices, put away during class time, unless otherwise directed.

Organized – We are present and on time for class.

We bring all necessary materials.

We keep track of assignments, deadlines, and activities.

Neighborly – We only leave class when we have a hall pass.

We treat the learning environment with care.
We clean up after ourselves.
We help when we see a need.

Generous – We share our resources with each other.
We offer a fresh start to staff and ourselves.
We help each other when needed.

If problems arise as a result of disregard for behavioral expectations, these are the **consequences**:

1. Warning; talk to you, privately if possible
2. Conference with you and possible school support team / Level 1 Report documentation
3. Call Home
4. If these steps do not resolve the problem, a conference with school administrator will be necessary / Level 2-3 Referral

Technology Policy:

Phones need to be **off and away** in the classroom, unless otherwise directed. According to school policy, if a student has a phone out in class, the **phone will be collected and brought down to the VP Office**. The student can pick up the phone at 3:15 in the VP office. The second time, the parent is called to pick up the phone at the end of the day. For parents, if you need to contact your student during instructional time, please call the main office 503-916-5140.

Academic Honesty:

Academic honesty is expected from all students. Cheating or plagiarism will not be tolerated. Examples include:

1. Plagiarism: the intentional or unintentional failure to give clear credit to the author of words or ideas not your own.

2. Using cheat notes or looking at someone's paper during an exam.
3. Giving or receiving confidential information about exams or assessments.
4. Keeping knowledge of dishonorable conduct from teacher or administrator.

Consequences: No credit given for initial attempt at skill. Must be redone and completed within specific dates. Will also follow school rules regarding academic dishonesty and write a referral.

Please ask me, at any time, if you have questions about what might be considered plagiarism.

Hall Pass:

I expect you to stay in class for the full period. Please go to the bathroom during passing time or lunch. If you must leave class, you may only go during work time, and need to ask me before you take the hall pass and leave. No passes the first 15 minutes or last minutes of class.

Seating:

I rotate the seating chart throughout the year; it is imperative that you and your classmates work together to improve your understanding. Let me know if your seat needs to be changed, to sit closer.

Food and Drink:

Please refrain from eating or drinking in the classroom. Eating is too distracting. Water is fine.

Special Education Students:

Accommodations indicated by Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers, and parents. Some standard accommodations include, but are not limited to, use of available technology, additional scaffolding, and extended time to write.

ELL:

Strategies used in this class to address ELL needs include those found in Sheltered Instruction Observation Protocol (SIOP) such as:

- Posting clearly defined content and language objectives
- Emphasizing key vocabulary (pre-teaching with visuals)
- Using a variety of techniques to make language comprehensible (clear explanation of tasks, slower speech, increased wait time for students responses, gestures)
- Scaffolding techniques like think-alouds to support student understanding
- Allowing for frequent opportunities for student interaction (pair-shares, small/large group work)
- Using activities that integrate reading, writing, speaking and listening
- Providing regular feedback and conducting assessment of student comprehension and learning

TAG:

Assignments and activities are designed to allow students to work to and beyond their ability, if so desired, and include reader responses, dialogue journals, levels of questioning, text annotation, open-ended learning tasks and writing prompts, flexible grouping, and Socratic Seminar. Frequent teacher feedback is given to students, along with suggestions for further exploration of academic content and development of reading and writing skills.

Please feel free to speak with me about concerns you may have or to ask if you have any questions.

Welcome!

--Ms. Gromko

English 1-2
2019-2020
Ms. Gromko

I have read and accept responsibility for the information given in the **course overview for English 1-2.** I understand what is expected of me in order to succeed in this course.

English 1-2 Class Period _____

Student Name (Please Print)

Date

Student Signature

I have read the information in the **English 1-2 course overview**, or my student has talked to me and explained the course. I understand what is expected from my child in order to succeed in this course.

Parent/Guardian Name (Please Print)

Date

Parent/Guardian Signature