Welcome to English 10!

I am always excited to start classes and meet my students on the first day. I’m never really sure what students want from their teachers on the first day, so I thought I’d put a few things (five, to be exact) here about how this class runs, based off what many former students have asked me in the past on the first day.

1. I have taught 10th graders my entire teaching career, even when I wasn’t at AFHS. Because I’ve always taught sophomores, I feel that age group has helped me become not only the teacher I am, but the person outside of school as well. For this reason, I absolutely LOVE teaching sophomore English.

2. I used to hate writing. My teachers would require a certain word count, and I could never make it. For this reason, I never require students write papers a certain amount of words, but require complete thought. (We’ll talk about this more in class.)

3. I **believe that each student learns differently**. For this reason, I encourage students to talk to me about what is and isn’t working. Sometimes, however, I am very confident in what I’m doing; when this happens, I will listen to your concerns and explain the “method to my madness.” Whatever happens, we will come to some sort of compromise.

4. I make mistakes all the time. Please let me know if I’ve made a mistake and I’ll correct it.

5. I don’t have favorites. Of anything. Not food, color, people, movies, TV shows, cars—nothing. Why? I’ve given it a lot of thought and I think it’s because I see the value of everything. I appreciate things for what they are, not what I want them to be. So, no favorites.

Classroom Expectations

As every teacher does, I have some general expectations of how you will behave as a student in my classroom. The guidelines for how to use and handle the computers and internet are posted in my room, and we will cover these separately. Aside from those expectations, here are a few general guidelines:

1. Be on time. You are considered tardy if you are not in the room when the bell stops ringing.
2. You may drink bottled water from a clear, plastic bottle, but you must keep it near the front of the room.
3. Bring your supplies for class every day. You will need a writing utensil, notebook, notes for grammar (which I will provide), your textbooks, portfolio (which I will provide) and school agenda (these are required!) for passes and keeping track of homework. If you do not have some of the general supplies, I will provide them for you, as there are No Excuses for not learning.
4. Be respectful at all times. This includes things like raising your hand, respecting the opinions of others, listening politely, and keeping the classroom neat and tidy.
5. Do not ask for a pass to leave class every day. We will wait until a problem arises before making classroom guidelines about this.
6. If you are absent from class for any reason, you are responsible for making up the work that day. As you will see below, this includes making up grammar notes and journals.

Course Objectives

This course is designed to further develop and enhance your skills as an English student. I believe, very deeply, that if you can read and write well, you will be equipped with everything you will need in order to achieve your goals. In order to enhance your skills as a reader and writer, we will be exploring literature from around the world and from a wide expanse of history. Here are the standards (they are also in Skyward, which will determine your grade) and SOME assessments we will be working towards:

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| **Read, interpret and critically analyze text.** | * Quizzes after readings * WOD * Powerpoints * Vocabulary |
| **Produces writing for a variety of purposes and audiences.** | * Revising/Editing peer writing * Research paper * Achieve 3000 * Reactions/Summaries * Quizzes * Vocabulary |
| **Uses and manipulates conventions.** | * Grammar notes * Grammar worksheets * Grammar tests/quizzes * Final Essays * Summaries * Journals * Vocabulary |

Overview of Assessments

Papers/MEL-Con

Writing will be done both in the classroom and as homework. We cannot possibly complete everything that needs to be done in the classroom alone. I will help you determine what needs to be done where so that you can plan ahead. It is often possible that the work can be completed during the school day if you request yourself for Excel. We will discuss the format and expectations of each piece of writing as they come.

Homework

Most of your homework will consist of readings, grammar exercises and written responses. You will also be responsible for working on your essays outside of class, which includes revisions. You might be working in groups, writing paragraphs, and so on and so forth. These are usually due the following day. The most important thing to remember is that I do NOT accept any late work, so be sure to turn everything in on time.

Projects

Throughout the year, we will work on a variety of projects that will be done either on an individual basis or in groups or with a partner. Each project will be explained and a handout will accompany them. PowerPoint presentations are something I consider a project, and will be done in groups.

Grammar

Each day we will be taking notes on grammar rules. We will discuss in class how they are to be taken, but because of the in-depth nature of the notes, by the end of the course they serve as a major assessment. You must take these notes seriously, and be sure to catch up if you miss a day. I will assess your knowledge of these grammar rules about every two weeks with a quiz, and questions about grammar will also show up on the mid-term and final.

Journals

Like the grammar notes, journals will be done each day. There is a variety of ways you can meet this assessment requirement, which we will discuss further in class. Whichever method you choose they show me how your writing grows and changes over time, as well as provide a more creative way to show me your abilities.

Word of the Day

Every day the class will be creating a Word Wall together. These words come from a variety of sources which will help each student expand his or her vocabulary. I expect an effort to incorporate these words into daily writing. Some of the words will show up on the quizzes and tests for grammar as well.

Achieve 3000

Because of the emphasis that is being placed on non-fiction reading for students and the recognition of the necessity for excellent reading skills, we will be completing an assignment in Achieve 3000 twice, every week. Many of you have used this program already, so you will be familiar with its structures. We will begin with an assessment of your current reading skills and you will be rewarded for your personal growth along the way.

Plagiarism

I would like to think that none of you will ever be tempted by using another’s work and claiming it as your own, but I know the temptation is out there. Plagiarism is simply defined as using someone else’s work and claiming it as your own. This includes essays, tests, posters, advertisement, and so on and so forth. Here are a few rules of thumb to keep in mind:

1. If you can’t come up with the information you are using by yourself, with no books or anything else, it could very well be someone else’s work.

2. When citing information, be sure to follow the specific format we go over in class.

3. Be sure to choose a topic you are genuinely interested in. You will be much more likely to work diligently, thus lessening the likelihood you would ever consider plagiarizing.

Should you ever plagiarize, I will bring the information to you and we will discuss what happened. Even in the cases of innocence or ignorance, plagiarism holds serious ramifications for you. I will take each case into consideration, but you will be held accountable for your actions.

Grading

I do not take late work.

Rubric

The rubrics enclosed in this packet are used for all major assessments (papers, presentations, projects); one will be attached to each returned assessment with my comments and final grade. This must be turned in if you choose to make revisions to improve a grade.

As we work through the class, these rubrics may need to be updated or corrected. As a class, we will make those decisions. I want the rubric to be helpful to each of you, and when it ceases to do that, we will improve upon it together. I will bring the concerns I have to the class, and I expect you to bring any concerns to me as well.

Re-assessment Policy

If you are ever unhappy with a grade you earn on a major assessment, you are able to reassess if the following conditions are met:

1. The paper must have been turned in on time. There will be absolutely no exceptions to this rule.
2. The revisions must be made and turned in within one week of getting the paper turned back to you.
3. When you turn the revisions in, you must attach the original graded copy and rubric to the revised copy. There will be absolutely no exceptions to this rule.
4. You must have made changes which follow the revisions rubric, which you will find below.
5. Any questions you have about your grade or how to make revisions must be asked at an appropriate time, such as during Excel, work time, before or after school, or between classes.

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| Reading: Read to Understand Author’s Purpose in Fiction and Nonfiction | |
| 4  Exemplary | An exemplary response:   * Gives substantial evidence of the ability to analyze and interpret Literature or Nonfiction * Includes specific inferences and opinions that make clear reference to the text * Fully supports the inferences and opinions with clearly relevant examples from the text |
| 3  Adequate | An adequate response:   * Gives sufficient evidence of the ability to analyze and interpret Literature or Nonfiction * Includes some specific inference and opinions that make reference to the text * Adequately supports the inferences and opinions with relevant examples from the text |
| 2  Partial | A partial response:   * Gives some evidence of the ability to analyze and interpret Literature or Nonfiction * Includes general inference and opinions that make few references to the text * Partially supports the inferences and opinions with few relevant examples from the text |
| 1  Minimal | A minimal response:   * Gives limited evidence of the ability to analyze and interpret Literature or Nonfiction * Includes inferences and opinions but they are not explicit or make only vague references to the text * Supports the inferences and opinions with at least one example, but the relevance of that example to the text must be inferred |
| 0  No Credit | A response gets no credit if it provides no evidence of the ability to analyze Literature or Nonfiction, includes no relevant information from the text, or is vague |

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| Speaking and Listening: Presentation of Knowledge and Ideas | |
| 4  Exemplary | An exemplary response:   * Gives substantial evidence of the ability to present knowledge to answer the assigned questions * Includes specific detail to answer questions posed, and any new questions * Fully supports the inferences and opinions with clearly relevant, balanced research, which includes pictures and other visuals (ie: video, charts, etc.) * Research is appropriately and accurately cited (using MLA format) on each slide |
| 3  Adequate | An adequate response:   * Gives sufficient evidence of the ability to present knowledge to answer the assigned questions * Includes some specific detail to answer questions posed * Adequately supports the inferences and opinions with relevant research, which includes visuals * Research is cited (using MLA format) for all information |
| 2  Partial | A partial response:   * Gives some evidence of the ability to present knowledge to answer the assigned questions * Includes general inference and opinions that make few references the questions posed * Partially supports the inferences and opinions with few relevant research materials * Research is cited |
| 1  Minimal | A minimal response:   * Gives limited evidence of the ability to present knowledge to answer the assigned questions * Includes inferences and opinions but they are not explicit or make only vague references to the questions posed * Supports the inferences and opinions with at least one research source, but the relevance of that research must be inferred * Research is cited, but has many errors |
| 0  No Credit | A response gets no credit if it:   * Provides no evidence of the ability to present knowledge * Includes no relevant answers to the questions * Research is incomplete * Research is not cited |

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| Write Informatively to Convey Ideas | 4 | 3 | 2 | 1 | 0 |
| Write routinely over extended time periods for a range of audiences and purposes | Journals are complete, consistent and have vivid descriptions and detail | Journals are complete but may have several entries that are either too short or lack detail or are inconsistently written | Journals are mostly complete, but need more detail and/or description and more consistency | Journals are inconsistent and/or lacking in content; thought needs to be added to most entries | Journals are not written or are so short they answer the prompt with one or two sentences on average |

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| PS: Read to Understand Author’s Purpose in Fiction and Nonfiction | 4 | 3 | 2 | 1 | 0 |
| LT: Summarize the plot of *Julius Caesar* | Student answers 14-15 questions correctly | Student answers 13 questions correctly | Student answers 12 questions correctly | Student answers 11 questions correctly | Student answers 10 or fewer questions correctly |

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| Using the Correct Word | 4 | 3 | 2 | 1 | 0 |
| Demonstrate knowledge of selected vocabulary | Definition is clearly defined and high quality image supports definition | Definition is clearly defined, but high quality image might leave some questions as to how it relates to definition | Definition is clear, but might not fully reflect true meaning; image may support inaccurate definition | Word and definition are clearly not written in “plain” language and/or image is of poor quality | Work is incomplete  Definition or image is of such poor quality, it may have been done last minute |