

English 1-2

2018-2019

Gunderson High School

Teacher: Ms. Sara Ann Silverman

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SJUSD Course Description:

English 1-2 is a standards-based course designed to develop skills in listening, speaking, reading comprehension, language usage and writing, literary analysis, and critical thinking. Students develop those skills that enable them to demonstrate their understanding and appreciation of literary works through the use of several writing forms. Additional skills such as conflict resolution, active learning techniques and prewritten skills enhance the students' development as learners. The SJUSD core literature selections for this course include: SpringBoard English Language Arts Grade 9, The Tragedy of Romeo and Juliet, and To Kill a Mockingbird.

Classroom PRIDE

P – Have your materials every day and turn in completed assignments on time

R – Listen while others are speaking

I – Complete your own work and be honest

D – Be open to new ideas and thoughts

E – Actively participate and take action in class and in your education

Daily Supplies:

- Pen (blue or black ink) and pencil
- Pink Sheet
- SpringBoard ELA textbook and current literature selection
- Binder filled with loose leaf paper with at least 1 tab devoted to English class

Grading

30% Formative Assessments (Pink Sheets, classwork)

70% Summative Assessments (quizzes, tests, essays)

Exemplary

4

100%-87%

Proficient

3

86%-66%

Emerging

2

65%-41%

Below Standard

1

below 40%

Missing

.5

Late Work Policy Missing formative assessments will be graded based on completion and can be made up for full credit before the end of each unit. I believe it is worth it for a student to turn in late formative work during the unit it pertains to. Missing summative assessments will be marked as .5 in Infinite Campus until the assignment has been completed. Summative Assessments may be rewritten/retaken for a higher score.

UNITS-AT-A-GLANCE

Unit 1: Coming of Age

Goals: 1) to understand the concept of “coming of age,” 2) to identify diction, syntax, imagery, and tone, and to understand the way they work together to create an author’s / speaker’s voice, 3) to incorporate voice effectively in writing, 4) to analyze and use rhetorical appeals and evidence to present an argument to an audience, 5) to support an inference or claim using valid reasoning and relevant and sufficient evidence. Assessment: Argumentative Essay.

Unit 2: Defining Style

Goals: 1) to identify specific elements of an author’s style, 2) to review and analyze elements of fiction and write a short story, 3) to analyze syntactical structure and use clauses to achieve specific effects, 3) to develop close reading skills, 4) to identify cinematic techniques and analyze their effects. Assessment: Style Analysis Essay.

Unit 3: Coming of Age in Changing Times

Goals: 1) to gather and integrate relevant information from multiple sources to answer research questions, 2) to present findings clearly, concisely, and logically, making strategic use of digital media, 3) to analyze how literary elements contribute to the development of a novel’s themes, 4) to write a literary analysis, citing textual evidence to support ideas and inferences. Assessment: Literary Analysis Essay.

Unit 4: Exploring Poetic Voices

Goals: 1) to develop the skills and knowledge to analyze and craft poetry, 2) to analyze the function and effects of figurative language, 3) to write original poems that reflect personal voice, style, and an understanding of poetic elements, 4) to write a style-analysis essay, 5) to present an oral interpretation of a poem. Assessment: Poetic Analysis Essay and Oral Presentation.

Unit 5: Coming of Age on Stage

Goals: 1) to cite textual evidence to support analysis of a dramatic text, 2) to analyze the representation of key scenes in text, film, and other mediums, 3) to collaborate with peers on an interpretive performance, 4) to conduct research and answer questions and gather evidence, 5) to analyze how an author uses rhetoric to advance a purpose, 6) to write an argument to support a claim. Assessment: Synthesis Argumentative Essay.

Rewards For good work and behavior in my class there are many rewards, the most important of which is learning. Other rewards include verbal praise, written praise, notes home to parent/guardian, class recognition, improved academic grade, and letters of recommendation.

Consequences If a student does not abide by the classroom rules or SJUSD's Student/Parent Handbook, the teacher will take the following actions to stop disruptive behavior in order to maintain an environment conducive to learning:

- 1st offense: Verbal or non-verbal warning to student
- 2nd offense: Student-Teacher informal conference
- 3rd offense: Teacher-parent/guardian phone call and/or student-parent-teacher conference
- 4th offense: Referral to administration

NOTE: Some major offenses require immediate attention from the administration. Such offenses will be immediately handled by campus supervisors and relayed to the administration. Please see the Student/Parent Handbook for examples of zero-tolerance violations.

Academic Honesty In this English class, students are expected to complete their own work, using their own ideas. If students are found cheating, they will be given a zero on the assignment and have a student-teacher conference. Parents will be contacted and students will be referred to the Assistant Principal of Discipline.

Classroom Website – “Ms. Silverman’s Grizzlies”

- A link to my website is available on the Gunderson High School website under “Academics” and “Teacher Directory” (<http://gunderson.sjUSD.org/pages/teachers/index.html>).
- Direct link: silvermangrizzlies.weebly.com

How Parents/Guardians Can Help

- Ask to see agenda/calendar and review homework assignments
- Check the online grade book (Infinite Campus) on a regular basis
- Check Ms. Silverman’s Grizzlies website
- Encourage students to read!
- Please contact me with any questions about grades or assignments. Email is the easiest form of communication for me.

Affidavit

I _____, read, understand, and agree to the course requirements for English 1-2.
(Print Full Name)

I promise to make my best effort in class during the year so that I can excel during the 2018-19 school year.

Student Name (print): _____ Student Signature: _____
Date: _____

Parent Name (print): _____ Parent Signature: _____
Date: _____