

OMAHA NORTH HIGH MAGNET SCHOOL



English 3-4 Course Syllabus

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Plan Periods:	N/A
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Course Description: This course is specialized to challenge sophomore-level students through a rigorous study of analytical thinking and the interpretation of literature. The class focuses on improvement of reading, writing, speaking, and listening skills. The writing of critical essays is blended with an in-depth study of novels, short stories, essays, mythology, poems, and plays. Students will produce a variety of writing samples in the following modes: descriptive, narrative, analytical, expository, persuasive, and technical.

Content Standards

- **Reading:** Students will learn and apply reading skills and strategies to comprehend text.
- **Writing:** Students will learn and apply writing skills and strategies to communicate.
- **Speaking/Listening:** Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.
- **Multiple Literacies:** Students will apply information fluency and practice digital citizenship

Major Units of Study:

In addition to covering the skills and standards described in the Nebraska State Standards for Language Arts, this class will examine common themes within American literature.

English 3-4 Tentative Readings	
Quarter 1: Ourselves and Others <i>Hiroshima</i> , Hersey <i>American Born Chinese</i> , Yang	Quarter 3: Hard Won Liberty <i>*The Freedom Writers Diary</i> , Gruwell + Freedom Writers <i>The Fire Next Time</i> , Baldwin
Quarter 2: Response to Change <i>*Twisted</i> , Halse Anderson <i>The House on Mango Street</i> , Cisneros	Quarter 4: Absolute Power <i>Macbeth</i> , Shakespeare <i>Twelve Angry Men</i> , Rose

*Indicates sensitive material.

The ELA & Reading Departments of the Omaha Public Schools encourages students to read a variety of fiction and non-fiction. All supplementary materials have been reviewed and approved by practicing teachers who consider the literature to be valuable and pertinent to the themes and ideas addressed within the content of the class. Because some reading material is considered 'sensitive' due to content (e.g. language, violence, sexuality), a parent may request that an alternative selection be offered to the students.

Synopses and reviews of reading material can be accessed on a variety of websites. Possible websites are www.sparknotes.com, www.bookrags.com, or www.amazon.com. Questions regarding the supplementary materials used in ELA, Reading, or Drama should be directed to Shelley Erikson, ELA Supervisor, at 531-299-9587.

If a parent/guardian does not feel the supplemental, sensitive novels provided to the student are acceptable, they must directly email the teacher (Sheila.connor@ops.org). An alternate assignment will be provided for the student to complete independently of the class. When appropriate, he/she will participate in class activities and discussion about the content as it applies to curriculum standards.

Course Expectations:

- Read several novels by American authors and complete a set of assignments and discussions related to your reading.
- Complete a research paper and class presentation on an original research idea.
- Complete at least 5 writing projects/papers that are portfolio-quality.
- Work on grammar daily.
- Read in and out of class. You will be expected to keep up with class reading assignments.
- Read 15 or more short stories, sermons, poems and non-fiction passages from the textbook.

Class Rules and Expectations:

Rules and guidelines set forth in the student handbook will be followed in this class. Any student who distracts other students or the instructor interferes with the learning environment and should expect consequences.

- **Classroom Environment:** Students will respect their classmates and help create a positive learning environment.
- **Tardy Policy:** The student is expected to be in their assigned seat when the bell rings. A bellwork activity will be provided and must be completed within the first 5 minutes of class. The school-wide tardy policy is enforced.
- **Hall Passes:** Hall passes are not permitted during the first and last 10 minutes of class. Students are allowed passes from class at the teacher's discretion during independent work time. Pass allowance will be decided on a case-by-case basis.
- **Electronic Devices:** Students are expected to put away all electronic devices, including cellular phones and music players. The school-wide electronic policy is enforced.
- **Class Assignments and Materials:** Students will take responsibility for making up all work when absent. Students will study and prepare for tests and quizzes. Students are required to attend class with the appropriate textbook/novel, electronic device and charger, a spiral notebook, and a writing utensil. Additionally, an agenda is highly recommended for this course.
- **Academic Integrity:** Academic integrity is a fundamental value of higher education at Omaha North High Magnet School. Therefore, acts or attempts of cheating, plagiarism, falsification will not be tolerated. If an academic integrity violation takes place, the policy outlined in the Code of Conduct handbook.

Materials:

- Electronic Device + charger, notebook, writing utensils, highlighters, index cards, and a folder/3 ring binder

Assessment:

- Course grades will be determined by planned assessments such as tests, quizzes, and projects scored with rubrics.
- Major tests and/or writing projects are to be expected at the end of each major unit outlined below.
- Students at the junior year will be expected to complete the State required ACT.

OPS Secondary Grading Practices

All coursework and assessments are judged based on the level of student learning from "below basic" to "advanced." This course will provide multiple opportunities to achieve at the "proficient" to "advanced" levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

There are three types of coursework

- **Practice** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student's instructional level and may only include Basic (2) level questions.

- **Formative (35% of the final grade)** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.
- **Summative (65% of the final grade)** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

OPS Grading Scale 2017-18	
A	3.26 – 4.00
B	2.51 – 3.25
C	1.76 – 2.50
D	1.01 – 1.75
F	0.00 – 1.00

Are there any other changes to grading?

In addition to the changes to the grading scale, the committee also made revisions to the missing coursework, late coursework, weighting assignments using a multiplier, and redoing/revising coursework practices. These changes are in effect for all classes.

- **Missing Coursework:** Work not turned in at all will be recorded in Infinite Campus (district grade book) as an M for missing which calculates to a score of zero.
- **Redoing/Revising Coursework:** Students may be allowed redos and revisions of coursework for full credit during that unit of study based upon the teacher’s professional judgment and evidence collected throughout the unit. Scores for student work after retaking, revision or redoing work will not be averaged with the first attempt at coursework or assessment but will replace the original student score.
- **Late Coursework:** Students are expected to complete coursework on time. Late coursework may be accepted for full credit until the end of the unit based on the teacher’s professional judgment and evidence collected throughout the unit. Accepted late work will not result in a reduction, and the M (missing) will be replaced with the score earned by the student. The teacher or school may make exceptions depending up on student circumstances (such as prolonged absences due to illness).
- **Weighting Assignments (Using a Multiplier)** *Secondary only: When entering grades in the grade book, teachers may assign greater weight to some assignments. For example, the final exam may impact a student’s summative grade more than a unit test. Teachers will have the option use the multiplier to weight both formative and summative assessments to a maximum of 4. If a weight of 2 or more is applied to an assessment, this information will be communicated to students at the time the assessment is announced.

Revised July 2013



Portrait of a Graduate



Collaborator

Demonstrates the ability to work interdependently with diverse perspectives to promote learning and achieve common goals.



Communicator

Communicates with purpose and intent in a variety of modes and formats through effective reading, writing, listening and speaking skills.



Critical Thinker

Exhibits the ability to reason through and weigh evidence to make complex decisions.



Innovator

Generates, invests in and shares ideas and solutions.



Civic & Global Contributor

Understands, embraces and participates in open dialogue regarding diverse issues that impact their community and an inclusive world.



Resilient Achiever

Overcomes obstacles and recognizes the need to continue growth through perseverance.