Engineering Pathway Overview: This course includes an innovative curriculum across English and engineering courses to prepare students for the fundamentals of public speaking, written expression, and critical thinking in correlation to the design process. Students will engage in technical writing activities, informational reading relevant to engineering topics, and formal/informal presentations in anticipation of post-secondary education and career studies.

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.

Instructional Philosophy: I was fortunate enough to work at a Montessori school for seven years as an assistant teacher. Here I was able to gain some of my most valuable teaching experiences. One of my favorite quotes from Dr. Maria Montessori is, “The greatest sign of success for a teacher is to be able to say, ‘The children are now working as if I did not exist.’ It is my goal to help my students reach this point of confidence in the classroom.

Content Standards
- Reading: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.
- Writing: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.
- Speaking and Listening: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.
- Multiple Literacies: Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).

Major Units of Study
The English 3-4 course is comprised of four concept-based units which tie into the theme of Identity. The units include: Relationships, Culture, Responsibility, and Integrity and Honor.
Course Expectations:
• Read several novels and complete a set of assignments and discussions related to your reading.
• Complete the GLE (Guided Learning Experience).
• Complete at least 7 writing projects/papers that are portfolio-quality & related to Engineering if in the NCOT courses.
• Work on grammar.
• Read in and out of class. You will be expected to keep up with class reading assignments.
• Write in the following modes: descriptive, narrative, analytical, expository, persuasive, and technical.
• Read 15 or more short stories, sermons, poems and non-fiction passages from the textbook.

Class Expectations:
• Students will be in their assigned seat when the bell rings.
• Students will come to class prepared to learn with materials needed for class.
• Students will complete all assigned work to their best ability.
• Students will take responsibility for making up all work when absent.
• Students will respect their classmates and help create a positive learning environment.
• Students will study and prepare for tests and quizzes.
• Students will add to the positive learning environment.

Classroom Rules:
• No electronic devices.
• No food. Drinks with a lid are permitted.
• Wear your Viking ID.
• No plagiarism.
• Be respectful of others.

Texts:
• Houghton Mifflin Harcourt: Collections ©2015
• Summer Choice Novel: The Five People You Meet in Heaven, The Old Man and the Sea, or The Secret Life of Bees
• Tentative Novels: Ethane Frome, The Pearl, 12 Angry Men, Macbeth, and A Tale of Two Cities.
• Independent novels will be read each quarter in addition to the classroom novels.

Classroom Materials:
• English Notebook
• English Folder and/or 3 Ring Binder
• Writing Utensils
• Highlighters
• Index Cards

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 sophomore level will be expected to complete MAP Testing and the practice 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>3.26 – 4.00</td>
</tr>
<tr>
<td>B</td>
<td>2.51 – 3.25</td>
</tr>
<tr>
<td>C</td>
<td>1.76 – 2.50</td>
</tr>
<tr>
<td>D</td>
<td>1.01 – 1.75</td>
</tr>
<tr>
<td>F</td>
<td>0.00 – 1.00</td>
</tr>
</tbody>
</table>

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.