Course Description
This course, the 11th grade English requirement, develops students' skills in the areas of reading, writing, speaking and listening. The reading material places emphasis on the entire range of American literature. Students are given the opportunity to study important writers representing the rich diversity found in our American culture. Students will be introduced to research techniques. Students will produce a variety of writing samples in the following modes: descriptive, narrative, analytical, expository, persuasive, and technical. This course culminates in the development and writing of a research paper or research activities.

STEM Academy Overview
This course includes an innovative curriculum across English and STEM disciplines to prepare students for the fundamentals of public speaking, written expression, and critical thinking in correlation with STEM fields. Students will engage in technical writing activities, informational reading relevant to STEM topics, and formal/informal presentations in anticipation for your post-secondary and career studies.

Instructional Philosophy
If you asked the four-year-old version of me what I wanted to be when I grew up, I would matter-of-factly say I knew exactly what I was going to be if I ever grew up. I was going to be a teacher. As a student, English was always my favorite subject so it was easy for me to choose a content area. I enjoy my content area because the curriculum allows me to get to know my students extremely well. My favorite part of teaching is building relationships with students and watching them have those elusive “Aha!” moments.

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. These themes are organized as follows:

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<th>Quarter One: The Individual &amp; Society</th>
<th>Quarter Two: A New Birth of Freedom</th>
<th>Quarter Three: An Age of Realism</th>
<th>Quarter Four: The Modern World</th>
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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 7 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.
- Explore U.S. history as we examine the literature selections.
- 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.

- **Tardy Policy:** The student is expected to be in their seat when the bell rings. A daily warm-up 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 15 minutes of class. The student is allowed passes from class at the teacher's discretion during independent work time. Pass allowance will be decided on a case-by-case basis. The expectation is to go to your locker, get a drink, use the restroom, etc. during your passing period.
- **Electronic Devices:** The student is expected to put away all electronic devices, including cellular phones and music players. The school-wide electronic policy is enforced.
- **Class Materials:** The student is required to come to class with the appropriate textbook/novel, a spiral notebook, and a writing utensil. The student will need to provide collateral to borrow materials from the classroom. Additionally, an agenda is highly recommended for this course.
- **Academic Integrity:** Academic integrity is a fundamental value of higher education at Benson High 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.

Assessments
- 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.

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).

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<th>OPS Grading Scale 2017-2018</th>
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<td>A</td>
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**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.