English 1-2
Course Syllabus

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Course Description: This course focuses on the language arts skills of reading, writing, speaking and listening. Students will use a variety of unique conceptual lenses to gain command of essential skills in written and oral communication and the reading of narrative and informational text. Students will produce a variety of writing samples in the following modes: descriptive, narrative, analytical, expository, persuasive, argumentative, and technical.

Instructional Philosophy: My greatest goal as a teacher is to help students feel intelligent and empowered. My classroom will be a safe space and a brave space, where students feel comfortable to ask questions, take risks, and express their honest opinions. My aim for this course is to help students become self-sufficient, confident learners that have the skills and mindset to accomplish their goals in life.

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 1-2 course is comprised of four concept-based units: The Bonds Between Us, A Matter of Life and Death, Sweet Sorrow, and The Struggle for Freedom.

Class Rules and Expectations:
- Respect people and property
- Be kind and honest
- Make responsible choices
- Try your best

Texts:
- HMH Collections, Grade 9 ©2017
Materials:
- Notebook, folder, and pens/pencils.

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.

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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Other Grading Policies

**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.