

English 1



Syllabus 2017-2018

Ms. Rocque

(708) 990-2081

M-Th (7:30am-10pm) Sat-Sun (10am-5pm)

This letter contains expectations of your student in the **English I classroom**. Freshman English looks to improve student's reading level, writing ability, listening skills and vocabulary. Students will follow a pattern of learning a reading and grammar skill per unit as well as several sets of vocabulary. During each unit, students will have many opportunities to practice one-on-one with teachers. We will also be using Read Theory to track reading level growth. Specific class goals include:

- Increasing reading comprehension levels by 2 years
- Mastering the reading skills of plot, visualization, inferencing, questioning and answering, prediction, characterization
- Mastering the ability to Identify all parts of speech and the skills of:
 - Spelling of plural nouns
 - Capitalization of proper nouns
 - Pronoun Possessives
 - Identification of proper verb tense
 - 20 irregular verbs
 - Increase descriptive writing with the use of adjectives and adverbs
 - 20 advanced adjectives and 20 advanced adverbs
 - Use of conjunctions to lengthen sentences
- Identifying and writing complete and incomplete sentences
- Mastering and using 100 new vocabulary words in speech and writing
- Listening and following 4-5 step verbal directions

Grading will be as follows:

Class/ Homework: 30%- Finishing work assigned in-class. This requires students to stay focussed and possibly complete unfinished work at home.

Weekly Participation: 10%- Attendance, tardies, asking and answering questions in class

Vocabulary Mastery: 15%- Completing Vocabulary Tasks and Mastery Quizzes

Reading Mastery/ Growth: 15%- Completing Reading Skill Tasks and Mastery Quizzes

Grammar Master: 15%- Completion of Grammar Tasks and Mastery Quizzes

Unit and Semester Tests/Quizzes: 10%- Unit and semester assessments

Grading Scale:

90%-100%	A
80%-89%	B
70%-79%	C
50%-69%	D
0%-49%	F*

*Receiving an F will result in having to redo the class by extending the number of years in school or paying for online/ Saturday classes.

*Good Grades are guaranteed if you 1) Have good attendance and 2) Do your best in class

Materials required: Middle sized 3 ring binder, 5 dividers, 3 readable pens (black/ blue/ other dark color)

Materials Provided by Teacher (if you do not want to share you should bring your own): Pencils, loose leaf paper, color grading pens, markers, colored pencils, 1- 1 subject notebook, tape, glue, ruler, sharpener

Behavior and Attendance: Please follow all procedures and guidelines outlined in the Student Discipline and Restorative Justice Plan. It is essential that students have strong attendance since missing one day will lead them to falling behind. Students are responsible for making up any missed work.

Standards/ Objectives:

CCSS: English Language Arts 9-12

CCSS: Grade 9

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They comprehend as well as critique
- They demonstrate independence

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading: Literature

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and

refined by specific details; provide an objective summary of the text

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.9-10.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase

Language Progressive Skills

L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons

L.5.1d. Recognize and correct inappropriate shifts in verb tense

L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).

L.4.3b. Choose punctuation for effect

Speaking & Listening

Comprehension and Collaboration

SL.9-10.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas

IL: IL Goals: Social/ Emotional Learning (SEL)

IL: Early High School

GOAL 1- Self Awareness & Management

- A. Identify and manage one's emotions and behavior.

1A.4a. Analyze how thoughts and emotions affect decision making and responsible

behavior.

C. Demonstrate skills related to achieving personal and academic goals.

1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.

1C.4b. Apply strategies to overcome obstacles to goal achievement

GOAL 2- Social Awareness

A: Recognize the feelings and perspectives of others.

2A.4a. Analyze similarities and differences between one's own and others' perspectives

B: Recognize individual and group similarities and differences.

2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.

GOAL 3- Decision Making Skills

A: Consider ethical, safety, and societal factors in making decisions

3A.4a. Demonstrate personal responsibility in making ethical decisions

3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions.

I look forward to this semester and watching you improve your reading, writing, and speaking skills. There is a lot to learn and it will take strong attendance, participation and studying to reach your goals. Come to school, be on time, do your work, study at home, ask questions and DO NOT GIVE UP!!!!
