

ENGLISH 1-2
ENG121 (Sem 1), ENG122 (Sem 2)

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Hempstead PRIDE is alive in room C127!

P is for PARTICIPATION: Come to school every day!

Why? Because this is a cooperative learning environment where your classmates need you and your teacher values your input. Consistent attendance is important not only to maintain a good grade but also to establish good habits as a future, responsible worker. Plus, I miss you when you aren't here.

R is for RESPONSIBILITY: Do your homework!

Why? Because daily work maintains good study habits and helps prepare you for your future. Some day you will have an employer who will want you to do your work to the best of your ability—every day—and this takes practice. English 1-2 will help you acquire the discipline you need to engage in meaningful work. I assign homework nearly every day, and I do not accept late work, so you will have the opportunity to practice consistent task completion.

I is for INTELLIGENCE: Be an active thinker...

Why? Because the brain *likes* to think; it's its job. Besides, it will keep you from being bored.

Now It Counts! Unlike previous years in school, credits you acquire during high school count toward graduation. You must have 46 credits to graduate, and two of those credits must be from English 1-2. The 1 stands for first semester; the 2 stands for second. You must receive a passing grade in each to earn your diploma. Failure in either will mean you will have to make up the class in another academic year.

D is for DEMEANOR: Please be nice.

Why? Because I like nice students; everybody does. If you have difficulty controlling your behavior, I am here to help. We will discuss the issue privately first. If this does not remedy the problem, we will consult with your counselor and the assistant principal. If more intervention is needed, we will invite your parents/guardians to help us. If that does not work, you may have to be removed from the class without credit. But instead of going through all that, wouldn't it just be easier to be nice?

E is for ETIQUETTE: Use electronics appropriately.

Why? Because otherwise they distract us from our learning. If you are using devices in a nonacademic manner, it will make me cranky and cause friction between us. My job is to teach you, not discipline you, so take care to self-regulate by staying focused and paying attention to your academic tasks.

Student Name _____

I understand and agree to adhere to the classroom guidelines.

Signed, _____ Date _____

Parent/Guardian name _____ Relationship _____

I have read the guidelines (front) and course description (back).

Signed, _____ Date _____

Please see reverse side for course description, standards, assessments, etc.

English 1-2 This course emphasizes a continuation of the comprehension, writing and communication skills which are developed in 7th and 8th grade Language Arts. Units covered include short story, novel, poetry, mythology, and an introduction to Shakespeare. Additionally, reading, writing, listening, speaking, viewing, and representing skills are taught in conjunction with each genre of literature. Students will recognize and define multiple literary terms. Students will work on grammar, vocabulary, sentence construction, and writing through argumentative, narrative, expository writing. Alignment to the Iowa Core Curriculum: Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core Reading, Writing, Listening and Speaking, and Language Strands.

Iowa Core Standards:

Standard 1: Reading Strand - Literature

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of complex print materials.

Standard 2: Reading Strand – Informational Text

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of complex print materials.

Standard 3: Writing

Students will routinely write to learn and to communicate for a range of tasks, purposes, and audiences.

Standard 4: Speaking and Listening

Students will participate effectively in a range of rich, structured conversations, collaborations, and presentations.

Standard 5: Language

Students will apply knowledge of the English language and its conventions when reading, writing, speaking and listening.

Assessments:

Standards and evidence-based rubrics will be used by both the students and the teachers when evaluating summative assessments, such as essays, projects, and presentations.

Content:

Reading: short stories, drama, poetry, nonfiction, informational texts, novels

Writing: Trait-Based writing focus; analysis, narrative, poetry, journaling, research writing, short story

Speaking and Listening: pair-share, small-group discussion, large-class discussion, presentations, enactments

Language: Grammar, Usage, and Mechanics; mini lessons from teacher and from students

Instructional Strategies:

Students will engage in collaborative learning, individualized learning, and Project-Based Learning.

Resources:

Texts: *Literature: The Reader's Choice* (Glencoe), *Speak*, *Of Mice and Men*, *Staying Fat for Sarah Byrnes*, *The Curious Incident of the Dog in the Night-time*, *Fahrenheit 451*

Canvas Learning Management System

Classroom laptops, personal devices, computer labs, library books & resources

READING:

Required readings center on relevant adolescent issues and include classical and contemporary literary works from various genres. We will explore both literary and informational texts throughout the year with the goal of implementing specific reading strategies (including vocabulary acquisition) that will enable students to improve comprehension and text analysis.

WRITING:

Students will actively participate in determining WHAT makes writing effective, and thus, HOW their writing will be assessed. We will participate in a various types of writing workshops and learn to share meaningful feedback with one another. We will focus on original, clear, and creative expression. The Plagiarism Policy as set forth in the Student Planner will be strictly enforced.

SPEAKING AND LISTENING:

Students will be given numerous and frequent opportunities to engage in conversation—pair-sharing, small-group collaboration, large-group student-led discussions, and online discussions. In addition, students will share their learning with their peers in both formal and informal settings.

LANGUAGE:

Grammar, Usage, and Mechanics: We will study this area via mini-lessons and actual application in our writing assignments.