

ENGLISH 1-2

Ms. Lammer-Heindel

"It is the mark of an educated mind to be able to entertain a thought without accepting it." –Aristotle

We are committed to providing your student with a well-rounded/diverse educational experience, involving a wide variety of topics and relevant social issues encountered in our pluralistic society. In our classrooms, all opinions are valued and critical thinking is expected. The focus of instruction is centered on both the Dubuque Community School District and Iowa State Standards. Parents and/or guardians are welcome/encouraged to read, view, and discuss material with their student.

Course Description

English 1-2: This course emphasizes a continuation of the communication skills and strands which are developed in 7th and 8th grade Language Arts. Thematic units covering a variety of genre include non-fiction, short story, novel, poetry, mythology, and an introduction to Shakespeare through Romeo and Juliet. Additionally, reading, writing, listening, and speaking skills are taught in conjunction with each unit of literature. Students will recognize and define multiple literary terms. Students will work on grammar, vocabulary, sentence construction, and writing through expository, personal, literary analysis, comparison and contrast, and research 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 Common Core Standards

Standard 1: Reading Strand – Literature: Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

Standard 2: Reading Strand – Informational Text: Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately 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

Students will be evaluated through various assessments, including but not limited to:

- ~ study guides
- ~ reading logs
- ~ journal responses
- ~ projects and presentations
- ~ pre- and post- tests
- ~ class discussions / Socratic circles
- ~ formal and informal writing assignments
- ~ semester exams

Some assessments will be recorded as point value, whereas others will be recorded as completion. Emerging, Achieving, and Extending terms will be used in compliance with the Iowa Common Core to describe the progression of student learning.

Grading Scale

The standard grading system is in effect.

97-100 A+	87-89 B+	77-79 C+	67-69 D+	0-59 F
94-96 A	84-86 B	74-76 C	64-66 D	
90-93 A-	80-83 B-	70-73 C-	60-63 D-	

Course Content

During this course, students will study the following:

~ short stories	~ drama	~ novels	~ writing
~ poetry	~ nonfiction readings	~ grammar	

Instructional Strategies

Various strategies will be implemented in order to enhance the needs of all students, including but not limited to:

~ small and large group discussions	~ projects and presentations
~ formal and informal writing activities	~ grammar and sentence activities
~ pre- and post- testing	~ peer editing and revisions

Resources

Students will use the textbook Literature: The Reader's Choice (Glencoe Publishing) to study literature such as short stories, poetry, non-fiction, *The Odyssey (Homer)* and *Romeo and Juliet (William Shakespeare)*. Additional books may include *Speak (Laurie Halse Anderson)*, *12 Angry Men (Reginald Rose)*, *Our America (LeAlan Jones and Lloyd Newman)*, and *Lord of the Flies (William Golding)*.

Class Expectations

Students are expected to display cooperative, respectful, and appropriate behavior, including prompt arrival, preparedness for activities, and productive learning.

Consequences

Failure to follow the class expectations will result in verbal warning, removal from class or situation, parent/guardian contact, and office referral, depending upon the severity of the situation.

Materials

Each day, students will need to bring the following: paper/notebook, binder with dividers, pen and pencil, student agenda, book, and completed homework.

Late Work

Homework is due at the BEGINNING of class. Homework turned in after class has started will be considered late. Late work will only be accepted during the unit and must be turned in on unit test day in order to be included for assessment and may result in point reduction.

Make-up Work

It is the student's responsibility to make-up work assigned from an absence. A student may be required to schedule an appointment before or after school, or during a study period in order to complete the make-up work. If a student is aware of an advanced absence, he or she should inform the teacher. Students need to request make-up work at the beginning or end of the class.

Tests and Quizzes

Tests and quizzes will be taken on the day announced. Students who are absent on the test/quiz day are expected to complete the test/quiz the day they return.

Academic Dishonesty

Cheating is forbidden. This includes plagiarism, blatant copying, and 'borrowing' work. Students involved will be given a zero for the assignment, a parent/guardian contact will be made, and other disciplinary action may be taken. Use of a cell phone or other electronic devices, including earbuds, will be considered as cheating during tests, quizzes, and other formal assessments.

Attendance/Tardy Policy

The DCSD policy will be in effect for attendance and tardiness, as outline in the student agenda.

Student Printed Name

Student Signature

Parent/Guardian Signature

Date