

English 3-4

Ms. Demerath

“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:

This course uses various literary genres, including the short story, novel, drama, poetry, and an emphasis of non-fiction to meet the Iowa Core Standards. The introduction and investigation of societal issues helps to drive each unit. Reading, writing, speaking, technology, and listening skills will be incorporated into each unit. Students will read and analyze literature to clarify their own beliefs and values. In addition to literary study, students engage in argumentative, narrative, expository, creative and personal writing, as well as research and literary analysis. Class discussion is an integral part of class. Vocabulary, grammar and usage, and other composition skills will be emphasized as a continuation of English 1-2.

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, Speaking, and Language Strands.

CORE STANDARDS:

Standard 1:

Reading Strand- Literature: Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print (literature and informational) 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:

Journal responses
Class discussion
Formal and informal writing assignments
Quizzes and unit tests
Projects and presentations
Semester tests
Weekly articles

Content:

Short stories, Novels (fiction and nonfiction), Poetry, Written Media, Writing.

Instructional Strategies

Large and small group instruction (including debate)
Peer editing/ sharing
Projects/presentations
Technology supported presentations
Writing practice (formal and informal)
Small group collaboration

Resources:

Textbook:

Glencoe Literature: Readers Choice (course 5)

Novels:

Of Mice and Men by John Stienbeck and Kevin Hinkle
Tuesdays with Morrie by Mitch Alborm
To Kill a Mocking Bird by Harper Lee
Night by Elie Wiesel
The Absolutely True Diary of a Part-Time Indian by Sherman Alexie
Fahrenheit 451 by Ray Bradbury

***This list is in no particular order nor is it meant to be exhaustive.**

Weekly Articles: During each unit you will receive news/journal/ opinion articles directly relating to a theme in the text we are reading. In some cases, *you* may be required to find the article. Each article will be worth 10 points and will be (most often) assigned on Monday and due Friday. Articles can and will vary in length, so plan accordingly.

These articles are meant to present you with real world connections. Understand, this may mean topics that can be difficult to discuss and therefore, we are not expecting that you agree with every article assigned.

Nor, are these articles a representation of your teacher's views. These articles are meant cultivate critical thinking about the novel in relation to the world.

EXPECTATIONS:

Materials: You will be responsible for bringing the following supplies to class **each day**: paper, pen or pencil, binder with dividers, the current text we are reading, agenda and completed homework.

Late Work: Late work received after the end of a unit will NOT be accepted. While we understand there may be circumstances in which work may need to be turned in after the end of a unit, it is the student's responsibility to meet with teacher to discuss the situation.

****If you do not understand an assignment, do not just not turn it in. It is your responsibility to communicate with the teachers, and we will work together so you can complete the assignment in a reasonable timeframe.***

Make-up Work: If you are absent, it is **your responsibility** to check in the bin labeled "Did I miss anything?" and/or to ask us (before or after class/school) what you missed. In some cases, you may be asked to get notes from a classmate. You will have 2 days after your absence to complete any missed work. If you know you will be absent it is best to ask what we will be doing BEFORE this absence.

Tests and Quizzes: If you are absent the day of a test or a quiz, you will have 3 days from the day you were absent to make up that work. If you know you are going to be absent on the day of a test/ quiz you will need to schedule a time BEFORE your absence to take the test.

Tardy Policy: Please be in your desk before the bell rings. After 3 tardies, you will be serving a 10 minute detention with the teachers. If you fail to show up, we will contact your parents and the detention becomes 20 minutes. If you fail to show up or receive another tardy, a referral will be sent to the AP's office. Should tardiness become an issue, we will plan to set up a meeting with all necessary parties to discuss a plan for you to get here on time. If you have further questions about this, please see your agenda for the school tardy policy. This will be strictly enforced.

Absent Policy: Your presence in class is needed and wanted. You miss valuable learning time when you are absent, and excessive absences can cause missed work to quickly pile up and become overwhelming. Because we care, after 3 consecutive absences or multiple/ excessive absences we can/ will contact your parents.

Electronic Device Policy: If we see an Ipad or cell phone out (without teacher permission), you will receive a (1) warning to put it away. If we see it out again, it will be placed on the teachers' desk. Should you refuse to place it on our desk, you will be sent to the AP's office. If your device becomes a problem we reserve the right to contact your parents, write referrals or take other measures to ensure you are spending your time learning in our classroom.

Grading: Grading in this class will be different than what you are used to. Not everything will count towards your final grade. For example: when you turn in weekly articles you will see them in the grade book, but they will not impact you grade until we are ready to do a formal assessment on them. This does

not mean you do not have to do the work, rather the work we do is to practice what you are learning before a formal assessment is given.

Scale:

A 93-100% A- 90-92%

B+ 87-89% B 83-86% B- 80-82%

C+ 77-79% C 73-77% C- 70-72%

D+ 67-69% D 63-66% D- 60-62% F 59%

Communication Plan:

e-mail:

Ms. Demerath: tdemerath@dbqschools.org

Phone:

Ms. Demerath: DSHS Extension #5550

Twitter:

Ms. Demerath: [@TDemerat16](https://twitter.com/TDemerat16) (Ms.CoachD)

Extra Help: Ms. Demerath is available for help before and after school. It is preferred you make an appointment.

Teachers Schedule: All classes are taught in room D167 unless noted differently

Ms. Demerath

- 1) ENG 3-4
- 2) ENG 3-4
- 3) ENG 3-4
- 4) Prep
- 5) ENG 3-4
- 6) Reading
- 7) Reading