

English Concepts 2
2016-2017
Silverton High School

Course Title: English Concepts 2

Instructor: Susie Beers-Everson B.A., M.A.T

Office Hours: By Appointment

Class Location: A201

Email: everson_susie@silverfalls.k12.or.us

Course Description:

This course is designed to help students improve their listening, speaking, reading, writing and critical thinking skills. As a class, we will be reading a variety of short stories, informational texts, and narratives. In addition, students will have the opportunity to work on their writing skills. It's important for every student to participate in the daily activities in order to improve their overall literacy skills.

Performance Based Learner Outcomes:

Upon successful completion of the course, students should be able to:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **(CCSS.ELA-Literacy.RI.9-10.1)**
2. Determine a central idea of a text and analyze 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. **(CCSS.ELA-Literacy.RI.9-10.2)**
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **(CCSS.ELA-Literacy.RI.9-10.3)**
4. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **(CCSS.ELA-Literacy.RI.9-10.6)**
5. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **(CCSS.ELA-Literacy.RI.9-10.8)**
6. 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. **(CCSS.ELA-Literacy.SL.9-10.1A)**
7. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **(CCSS.ELA-Literacy.SL.9-10.4)**
8. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **(CCSS.ELA-Literacy.W.9-10.1.A-E)**

Expectations:

Learning doesn't occur without trying and failing. In the confinements of the classroom, it's my expectation that students are present and willing to learn. Student participation is vital to the learning of one's self, others and myself. In addition to my expectations, students in this course will need to adhere to all Silverton High School policies.

Course Materials:

This course will require that all students bring their own **spiral** and writing utensils. All other materials will be provided.

Grades:

Exceeds Proficiency	Proficient	Nearing Proficiency	Inadequate Data
5	4	3	2/1

Silverton High School English Language Arts Department Grading Policy:

Students will have multiple (at least three) opportunities to demonstrate proficiency on each Common Core State Standard (CCSS) assessed during the semester. Each assessment will be graded on a 1-5 scale aligned rubric. These multiple opportunities will then be converted into an overall score using the mode (most frequent number).

Students will have multiple opportunities to revise some assessments—both inside and outside of the classroom.

The only CCSS that is different is SL.1a (coming to class prepared and ready to discuss material). Students will either receive a 1 or a 4 depending on if they are prepared for class. If a student consistently shows proficiency and their SL.1a overall score impacts their final semester grade, they need to set up a conference with the teacher. There is no way to redo this standard because it is assessed at the start of class. If a student continues to fail the SL.1.a standard, it will significantly lower their grade and may result in a failing semester grade.

Extra-credit assignments **will not** be available because all learning activities are essential to the development of the targeted skills for this course. Although every student has the opportunity to reassess their skills on summative assessments until the last week of the grading period, **it's the responsibility of the student to arrange reassessment opportunities with the instructor.**

Silverton High School and Silverton High School Language Arts Department Policies:

Honor Policy (as stated in the SHS Student Handbook): Silverton High School faculty and administration believe that honesty and trustworthiness are the basic characteristics of a citizen in a free society. We also believe that whatever learning a person achieves, as the result of his/her own efforts is an accomplishment in which he/she can take pride and which will be of use and benefit to him/her. In this belief, and as an expression of the value we place on the integrity of a student's work, we will not accept plagiarism, copying the work of others, doing another student's work for him/her, giving him/her answers for tests, nor any other activity that falls into the classification of cheating. The consequences for such action will include the confiscation of material, notification of parents, possible failure of assignment and/or class, and disciplinary action.

Google Documents:

This is the primary tool that students will use for our writing process. This technology allows students to access a working document from any location and allows sharing of documents between myself and students. The proficient use of this technology is vital for you, both for success in the class as well as to meet the rising Oregon State Standards on Technology in the Classroom. Each student is provided with a secure login by the school district in order to use this tool. If there is a problem with computer or Internet access at home, let me know and I can arrange access on campus.

If you have any additional questions or concerns, please feel free contact me via e-mail or phone.

Thanks,
Mrs. Beers-Everson