

English 1

Course Expectations for English 1

Teacher: Karen Thompson

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Room: 237



Course Description	This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course is designated as resource level. This Grade 9 course is designed to assist students in mastering the language, structure, and rhetoric of text, completing complex writing assignments, reading and analyzing a range of literary and informational material, delivering extensive oral presentations, and participating in a variety of conversations and collaborations with peers. People from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together.
Course Goals	1. To read and analyze a wide variety of sophisticated text (e.g., informational, fiction and non-fiction, expository) representative of high-quality contemporary works, seminal U.S. documents, the timeless classics from around the globe, and dramas by Shakespeare. [RL.9-10.1-7, 9, 10; RI.9-10.1-10] 2. To extend in writing or speaking skills with a focus on the credibility of an author's perspective or argument, the relationship between generalizations and evidence, and the way in which the writer's or speaker's intent affects the structure and tone of text. [RL.9-10.5; RI.9-10.5; W.9-10.1-8; SL.9-10.3; L.9-10.1] 3. To demonstrate and extend a command of conventions of standard English grammar and usage when writing or speaking. [W.9-10.4, 5; SL.9-10.6; L.9-10.1-3] 4. To research, analyze, and evaluate nontrivial research methodology and be able to elaborate on these findings in writing and/or speaking. [RL.9-10.1; RI.9-10.1; W.9-10.7-9; SL.9-10.1] 5. To synthesize information from multiple sources in support of a thesis, embed quotations and citations skillfully, and use bibliographic conventions appropriately. [RL.9-10.1; RI.9-10.1; W.9-10.1, 2, 4, 8, 9; SL.9-10.1a; SL.9-10.2-4, 6; L.9-10.1-3, 6] 6. To understand, evaluate, and critique elements of complex texts, selected from a broad range of cultures and time periods in writing and discussion. [RL.9-10.1-6; RI.9-10.1-8; W.9-10.1, 2; SL.9-10.4; L.9-10.4-6] 7. To analyze the purposes and characteristics of the major genres and subgenres of text (e.g., prose, poetry, drama, literary non-fiction). [RL.9-10.1-7, 9, 10; RI.9-10.1-10; W.9-10.1-3] 8. To apply strategies of organization and focus, coherence, revision, and word choice to produce writing (e.g., argument, expository, narration) of increasing sophistication and length whether over time or under a tight deadline. [W.9-10.1-10]
Teacher Bio/Introduction	Hi everyone! My name is Mrs. Thompson, and I'm thrilled to be your teacher this year. I

	grew up in the San Gabriel Valley in Southern California, and I've been teaching Social Studies and English for the past 41 years. My background in Social Studies has prepared me to coach my students as they develop not only their reading skills, but also logically defend claims in writing, and while speaking. Last year, I learned much about Project Based Learning at South Career Technical Academy. I am proud to be here - the energy is extraordinary, and being part of a team that is preparing students for life beyond high school is exciting. I'm looking forward to getting to know all of you.
Required Materials/ Course Fees	☐ Composition/Spiral Notebook ☐ A dedicated section in a larger three-ring binder ☐ Colored highlighters (5 colors) ☐ Pen/pencils (Not Required) - Students may provide their own book for each quarter's book project. However, we will be visiting the Nexus here at school, and students may choose a book there. During the first quarter, students will be choosing a graphic novel.
Grading Procedures/Breakdown	<u>Quarter Grade:</u> Summative Assessments = 80% Formative Assessments = 20% <u>Semester Grade:</u> Q1+Q2 Assignments = 85% Semester Exam = 15% Students will be graded on a 100 point scale, with the following grade equivalents: A 90%-100% B 80%-89.99% C 70%-79.99% D 60%-69.99% F less than 60% Grades will be updated on Infinite Campus at the end of each school week.
Classroom Rules and Procedures	Late Work: - Accepted up to 5 school days after the due date (per CCSD policy) - No partial credit – assignments are graded in full. Retakes: - Students get 1 retake per summative assignment - The original must be submitted on time - The retake must happen within 5 school days of grade posting in IC - No retakes for late or missing work

*****NOTE: Individual IEP accommodations will supersede all general classroom rules and procedures.***

	Behavior: • Minor behavior incidents will be documented in Infinite Campus and communicated to parents. After 3 minor behavior incidents, the student will be assigned after-school detention with the teacher.
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**An overview of the schoolwide policies and procedures can be found in the parent/student handbook which can be accessed by visiting southcta.net/studenthandbook