



English 1 & 2
Yellow or Red - Room 112
Syllabus - 2025 - 2026



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Availability: Before and After school or through scheduled times throughout the day.

Course Description:

Class Objective/Assignment:

This course is designed to meet the individual needs of students in the area of English Language Arts. All assignments will be differentiated for each student's ability and area of need. This course utilizes the EnCore High School Curriculum which covers ELA domains of four standard ELA courses: Foundational Skills, Comprehension, Language and Writing. Foundational skills are acquired, retained, and generalized to support students' transition to adulthood and the appropriate level of independence after high school. These skills include print concepts, phonological awareness, decoding/reading, story/text comprehension, conventions of standard English and spelling. Instruction is based upon the Wisconsin Essential Elements and aligns with the Wisconsin Academic Standards.

Course Outline:

UNITS Covered in 1st and 2nd Semesters of 25-26 School Year

Unit 75: Story = *Two Different Beats*

A contemporary story that explores music, culture, and identity through the perspectives of two characters with different backgrounds. Comprehension, Foundational Skills, Language, Speaking and Listening, Vocabulary and Writing: connotative terms, evidence, research, complex text, inferences, figurative language, denotation, structure, and reference materials.

Unit 76: Story = *Great Expectations*

A classic coming-of-age novel by Charles Dickens that follows Pip's journey of growth, ambition, and self-discovery in Victorian England. Comprehension, Foundational Skills, Language, Speaking and Listening, Vocabulary and Writing: identifying character conflicts, drawing conclusions, using evidence and reasoning, grammar, and transitional words or phrases.

Unit 83: Story = *The Jungle Book*

A collection of stories by Rudyard Kipling featuring Mowgli, a boy raised by wolves in the jungles of India, exploring themes of survival, belonging, and the balance between nature and civilization. Comprehension, Foundational Skills, Language, Speaking and Listening, Vocabulary and Writing: figurative language, context clues, comprehension, vocabulary in context, central idea, literary devices, theme, and evidence.

Unit 84: Story = *The Plains Talker*

A narrative rooted in Native American storytelling traditions, highlighting cultural identity, oral history, and the importance of perspective in understanding the past.

Comprehension, Foundational Skills, Language, Speaking and Listening, Vocabulary and Writing: analyzing character perspectives, evidence, theme, summary, author's purpose, cultural vocabulary, figurative language, and reasoning.

Primary Resources:

Google Classroom

EnCore TeachTown Curriculum

Grade Breakdown:

Semester Grade	Practice	Formative	Summative
80%	Total Points		
20%	Semester Exam/Unit Assessment		

Grading Scale:

Grade	Percent	Grade	Percent	Grade	Percent
A+	97-100	B	83-86	C-	70-72
A	93-96	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
F Below 60					

Late Work/Missing Work Policy:

Mukwonago Area Schools believes that feedback is an integral component to student success in teaching and learning. Mukwonago High School expects that all students will turn in work by the intended due date to receive full credit and necessary feedback. Students will have the opportunity to turn in practice and formative assessments up to 2 school days late to receive partial credit.

- **Full Credit:** Students *might* receive full credit if the practice or formative assessment is turned in on the due date.
- **Partial Credit:** Students will receive partial credit if the practice or formative assessment is turned in up to two school days after the due date.
- **Zero Credit:** practice or formative assessment can be turned in past the two days to remain eligible for reassessment; however, no credit will be given.

Assessment Policy:

Assessments are used to measure student learning of essential learning standards within a unit of instruction.

Cumulative Assessments (Ex. Projects, Essays, Presentations, Semester Exams): These end of unit assessments are final products of learning in which students have had several opportunities to make adjustments based on feedback. Retakes are not provided for these types of end of unit assessments. ***Not eligible for retake**

Summative Assessments (Ex. Test): This end of unit assessment uses various types of questions that students have studied but not previously seen. Students are eligible to reassess if the following criteria are met: practice and formative assignments for the unit have been completed and turned in prior to the summative assessment, student meets with their teacher to schedule a reassessment, and demonstrates relearning within 2 weeks of receiving the original assessment. The reassessment grade will replace the original summative grade, regardless if the new grade is lower than the original assessment. ***Eligible for retake**

Materials/Supplies needed:

- ☐ Charged device
- ☐ Pencil
- ☐ Assignment Folder/Binder
- ☐ Kleenex

Expectations & Classroom Conduct:

Classroom Expectations:

- Follow the **Mukwonago Way:**
 - **Be Respectful**
 - Be on time
 - Treat self and others kindly
 - Use materials appropriately
 - **Be Responsible**
 - Bring materials to class
 - **Be Safe**
 - Control your body and space around you
 - Be patient
 - **Be Engaged**
 - Pay attention to speaker
 - Be a good listener

Tardiness will be tracked in Infinite Campus (IC), and the following steps will be taken for each occurrence:

1st Tardy: Verbal warning

2nd Tardy: 10-minute detention with the teacher (must be served within 2 days) and parent contact; administration will be notified through Educlimber.

3rd Tardy: Teacher will submit an IC office referral. Administration will meet with the student, assign an after-school detention, and contact the parent.

4th +: The teacher will submit an office referral in Infinite Campus (IC), and administration will determine appropriate consequences at their discretion.

Academic Honesty:

The Mukwonago Area School District emphasizes the importance of academic honesty and integrity as essential to education. Students are expected to complete and represent their work truthfully and are held accountable for academic misconduct, including cheating, plagiarism, and misuse of artificial intelligence. Teachers review the academic honesty policy at the start of each course. Consequences for dishonesty vary by offense: the **first offense** results in a zero on the assessment, parent contact, administrative review, and permanent ineligibility for National Honor Society; the **second offense** leads to another zero, a parent meeting with administration, and ineligibility for valedictorian or salutatorian honors; a **third offense** results in withdrawal from the course with a failing grade or audit status, and loss of honors pass privileges.

Tips for Success:

Show Up and Stay Engaged

Regular attendance and active participation go a long way. Be present — physically and mentally.

Ask Questions

If you're confused, you're not alone. Speak up or reach out — it's a sign of strength, not weakness.

Stay Organized

Keep track of deadlines, assignments, and important dates. A planner or digital calendar can help.

Don't Procrastinate

Start assignments early. A little progress every day is better than a last-minute scramble.

Use the Resources Around You

Office hours, classmates, your teachers, the library, and online tools — they're here to support your success.

Please feel free to contact me with any questions/concerns/suggestions. By working together, I hope we can make this year a success! Please be sure to check assignment notebooks/communication notebooks for any daily news or papers.

All Mukwonago policies & procedures will be followed and enforced in this class as outlined in more detail in the [Mukwonago High School Student and Parent Handbook](#).