



## George Washington Preparatory High School ERWC 2023-2024

**Teacher:** Raquel Hargrove  
**Office Hours:** Periods 2 and 6

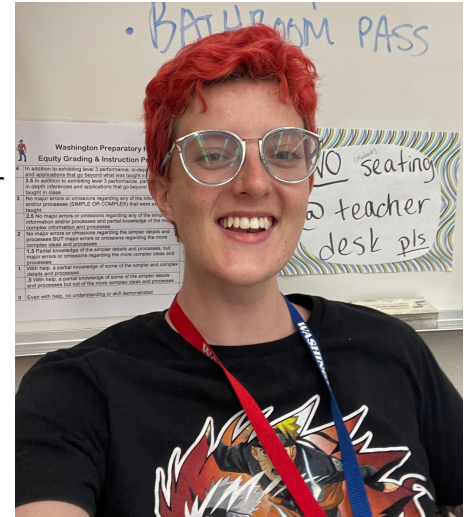
**Classroom:** 1204  
**Tutoring:** lunch

### TEACHER INTRODUCTION

Hello students, parents, and guardians! I am Ms. Hargrove, an English teacher at GWPHS. I started teaching at The Prep in 2019. I love reading and writing poems, and helping students reach their English goals. I also love working with families. Please contact me (information below) whenever you need help understanding assignments or expectations. Let's have a great year together.

### COURSE DESCRIPTION

The major purpose of this year-long course is to prepare students for the literacy demands of college and the world of work. Through a sequence of rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to non-fiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts. The course materials also include modules on two full-length works (one novel and one work of nonfiction). Written assessments and holistic scoring guides conclude each unit. (This description is copied from the LAUSD course catalog)



### RESOURCES WE WILL USE:

- *Schoology* (lms.lausd.net)
- *iXL* (ixl.com)
- *i-Ready* (accessed through Schoology)

### LEARNING EXPECTATIONS

Learning expectations students need to know the answer to every day. These should always be listed on your class' Agenda whiteboard.

What am I learning today? (*learning objectives*)

Why am I learning it? (*purpose/standard*)

How will I learn it? (*strategies/activities*)

How will I show I learned it? (*assessment*)

Students will know what they are learning, why they're learning it, and how they know or what they still need to know to show understanding, share knowledge, and/or demonstrate the skill of the learning target.

## LEARNING TARGETS

The learning targets below are the key concepts you will learn during this course. Your progress on each of these targets will be monitored and tracked on *Schoology*. My goal is to support your growth toward mastery of all learning targets. The progress on these learning targets will be used to determine your grade at each grading period.

LT #	Learning Target
1	LT1a: Annotate the text. LT1b: Cite textual evidence. LT1c: Determine main ideas. LT1d: Summarize objectively.
2	LT2a: Analyze style. LT2b: Analyze content.
3	LT3: Integrate and evaluate multiple sources of information.
4	LT4a: Use language effectively. LT4b: Determine word meanings. LT4c: Understand figurative language, connotation, and denotation. LT4d: Acquire and use academic and domain-specific vocabulary.
5	LT5: Write and revise arguments.
6	LT6a: Write and revise informative/explanatory texts. LT6b: Write literary analysis.
7	LT7: Use conventions of standard English.
8	LT8: Use technology to research and write.
9	LT9a: Initiate and participate in collaborative discussions. LT9b: Evaluate the impact of the speaker's choices.
10	LT10a: Integrate multiple sources of information in appropriate, diverse, and/or technological formats. LT10b: Present (multiple sources of) information in appropriate and diverse and/or technological formats.
11	LT11: Write for College and Career.
12	LT12: Read Complex Texts.

## MASTERY LEARNING & GRADING

Traditional Grading Scale		Standards-based Grading Scale	
Letter Grade	%	Points	Notes
A	90-100%	4	Advanced
B	80-89%	3	Meets Expectations for Target
C	70-79%	2	Partial Mastery of Target. Demonstrates partial understanding, or can perform portions of the target with assistance.
D	60-69%	1	Little or No Mastery. Cannot demonstrate mastery, even with instructor assistance.
F	0-59%		

## WORK HABITS AND COOPERATION RUBRIC

The work habits and cooperation grades are essential to measuring your progress in class as these grades capture completion on daily assignments and your ability to productively cooperate with classmates.

GRADE	WORK HABITS	COOPERATION
<b>E (EXCELLENT)</b>	I always do my best to complete and submit quality work in a timely manner; I work on making academic progress in class, every day.	I always work independently and support my group by following team roles, school, and classroom rules.
<b>S (SATISFACTORY)</b>	I mostly do my best to complete and submit quality work on time; I work on making academic progress in class; most of the time.	I usually work independently and support my group by following team roles, school and classroom rules.
<b>U (UNSATISFACTORY)</b>	I seldom attempt to complete and/or submit any work; I make little or no attempt to progress academically in class.	I struggle to work independently and have a difficult time adhering to my group role, school and classroom rules.

## CLASS PROCEDURES

**Students will follow all school rules and expectations. Administrators regularly come into classes to ensure students are following school guidelines. There are four central rules in this specific class:**

- No distracting technology. Phones off and put away.
- No unkind or threatening words/slurs. Zero tolerance for homophobia, sexism, racism, transphobia, or any other attacks on a protected group.
- No fights or playfighting. Stay calm or ask for a break.
- Illegal items such as weapons or drugs will be reported.

## GENERAL INFORMATION

Absences: It's your responsibility to make up missed assignments due to absences. Missing assignments are marked with an orange Missing symbol on Schoology. You should complete them before the end of the grading period to receive a grade for this class. For this class, points will not be deducted for Late work unless it is after the final grading period.

Conferences: If a student or parent/guardian would like to speak with me, they may email me at [raquel.hargrove@lausd.net](mailto:raquel.hargrove@lausd.net)

Important links:

- ★ How to send an email as an LAUSD student (video link):  
<https://www.youtube.com/watch?v=X938xoj3Hmg>
- ★ How to access Schoology (in English AND Spanish):  
<https://www.youtube.com/watch?v=a5ubwYizzql>
- ★ Important Parent Portal information: <https://parentportalapp.lausd.net/parentaccess/>