



# T.H.E.E. *The Human Experience* ENGLISH

Grade 11  
1 credit  
Full-Year

"We read and write stories to learn about ourselves, others, the world we inhabit...we rely on narrative and storytelling to determine, or perhaps challenge the idea of 'truth.'" -Holly Lunning

August 30, 2018

Dear Students in *The Human Experience: English* (T.H.E.E.)—and Your Parental Figures:

Welcome to the Blue House and to T.H.E.E., a course developed to challenge you, make you think, and advance your literacy skills. This year we will explore the world of words. Poetry, short stories, literature, music, drama, journals—these configurations of *words* will allow us to examine *ourselves*, our relationships, and what it means to be human in our world.

We'll try to understand what it means to be human through storytelling - by studying the stories others tell and by creating some of our own. We'll look to some of the greatest storytellers from the past and present for insights about humanness, aiming to gain a much firmer grasp of our own beliefs about the human experience by the year's end. We'll also read, write, think, speak, and listen everyday in this class. Be ready to contribute and engage in the material -- the more you bring to the course, the more interesting and meaningful it will be for you.

When you get down to it, reasons for reading and writing seem pretty obvious. We all know that if you read and write with proficiency, there are more opportunities available to you. Everyone needs to read and write to fill out job applications or pay the bills. Language is how we "get by" in the world. But language can be more than necessity. As S.I. Hayakawa said, "It is not true we have only one life to live; if we can read, we can live as many lives and as many kinds of lives as we wish."

Additionally, the following skills are the proficiencies we'll practice this year:

Reading	Writing
<p><b>Summarize:</b></p> <ul style="list-style-type: none"><li>I can provide a concise, accurate summary to comprehend a text, concept, or event. My summary includes the main idea(s) and key details.</li></ul> <p><b>Analyze &amp; Interpret:</b></p> <ul style="list-style-type: none"><li>I can read a text closely and break it down to understand the important components that work together to give it meaning. I can use my understanding to support and explain my interpretations.</li></ul>	<p><b>Purpose:</b></p> <ul style="list-style-type: none"><li>I can maintain clarity, purpose and organization throughout my writing. I create a unified, cohesive whole by using appropriate techniques (e.g. engaging leads, transitions).</li></ul> <p><b>Evidence &amp; Details:</b></p> <ul style="list-style-type: none"><li>I can set up and explain evidence and details (such as properly cited quotations, personal anecdotes, or important ideas) to support my claim, analysis or insight.</li></ul> <p><b>Language &amp; Style:</b></p> <ul style="list-style-type: none"><li>I can produce clear and coherent writing for a variety of purposes and audiences, with accuracy of language conventions and style.</li></ul>

Because you are 11th graders, we expect you are familiar with the following, but just in case the summer sun got to you, here are some reminders:

1. Please feel free (students and parents) to make an appointment with me during AT, during study hall, or after school for whatever reason.
2. I expect academic honesty. Using another's work or lending another person one's work is cheating. In fact, passing off anything that is not one's own as one's own is a lie. I will **always** take incidents of academic dishonesty very seriously. Please review our school's policy on cheating in the student handbook.
3. I do not want you to use *Cliff Notes*, *Spark Notes*, or other summaries of literature. I do encourage you to communicate with me if you are having difficulty with a reading. I will readily provide appropriate support material.
4. I ask that students use appropriate technologies during class, at the appropriate times, to promote learning and understanding of the material at hand.
5. While I expect most assignments to be typed, please print your work and bring hard copies *unless your teacher asks you to share the work via Google*.
6. Honors Distinction: Honors distinction can be earned by demonstrating exemplary LEARN skills throughout the year, taking on a leadership role in the class, and completing orbital projects designed by you and your teacher.
7. If you are absent from class and miss work, you should **visit the course website** and make-up missing work as soon as possible. It is your responsibility to find out what you have missed and to arrange for make-up work.
8. Everything should be kept in one binder, and that binder needs to be in class every day. Include these sections: ***Class notes/poetry/prose & drama/4-Way Thinking/word study/tools***
9. If you need additional support, please visit the LIT LAB, where a Humanities teacher is available to assist you in writing or reading tasks during most mods.

Please keep this letter, perhaps at the front of your binder, as you may need to refer to it during the course of the year.

You should also know that

Sincerely,

Wayland Cole

[wayland.cole@colchestersd.org](mailto:wayland.cole@colchestersd.org)

# Assessment & Grading

## Assessment Practices:

All assessments are based on the course proficiencies and include scales that help you understand exactly what you need to do in order to demonstrate the proficiency.

You should expect regular Practice Assessments (PA's) and Academic Achievement Assessments (AAA's). Most of your grade will be based upon demonstration of key skills (proficiencies) through the following AAA's:

- 4-Way Thinking literary responses
- Daily reading quizzes (when we are reading a core text)
- End of unit literary responses

I allow students to redo assessments when the task allows for revision (such as in quarter 2 when we write a multi-draft literary essay), and I often will ask students to choose a PA or a section of a PA to revise as a AAA. Students should apply timely and targeted feedback from the teacher to help them learn more and develop proficiency in key skills.

Most AAA work will be completed in class, rather than at home.

These practices are meant to give your teacher the most accurate snapshot of a student's skill in relation to achieving proficiency.

Deadlines are real and important. If you miss a deadline, you will still need to complete the work, but you may not earn full credit. Late work will earn a ZERO until it is submitted. If it is submitted 2 additional classes late, or more, the work will earn no higher than a 55 (F) and may not be revised for a higher score.

Grades in this course are two-fold; students earn letter grades for PA's and AAA's which are reported in both powerschool and on the student report card. Additionally, students earn 1-4 proficiency scores for PA's and AAA's which are tagged in powerschool.

100 (A+)	4	Extending
85 (B)	3	Achieving
70 (C-)	2	Developing
55 (F)	1	Beginning



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1 credit  
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We have read *The Human Experience: English* letter:

STUDENT Name:

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STUDENT SIGNATURE

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Date \_\_\_\_\_

PARENT(S)/GUARDIAN(S) Name(s)

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PARENT(S)/GUARDIAN(S) SIGNATURE(S)

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Date \_\_\_\_\_

Phone #: (h): \_\_\_\_\_ (w): \_\_\_\_\_

Email(s): \_\_\_\_\_

**Comments, questions, concerns:**

