



# High School Course Guide

## Teacher Profile

### Let me introduce myself...

My name is Nichole Spillet and this is my fourth year teaching at Marina High School. I have 2 kids, 2 dogs and 2 cats. I love spending time with my large family. I have 3 siblings who all have growing families. I am originally from the east coast but have called California my home since I was 13 years old. I have lived in many places but the peninsula always calls me back. In my spare time I enjoy spending time with family and friends, cooking/baking and traveling when I can.

### I teach because...

I have always wanted to teach, it is my passion. Although I didn't get my credential right after college I did teach informally. I love being the person that students can trust and come to not just for help with school work but with other life issues. As an educator, I am always learning and expanding my knowledge on the best ways to support the variety of students in the classroom.

### My educational path was...

I received a public education for K through grade twelve. I hold a B.A in Liberal Studies and a M.Ed in Education from Alliant International University.

### The best way to communicate with me is...

Through email, google classroom or parent square

[nispillet@mpusd.k12.ca.us](mailto:nispillet@mpusd.k12.ca.us)

831-583-2060 Ext. 3728

## Course College and Career Indicators

**Course Name: Foundational Literacy 1**

### Grade Level (insert X mark next to all that apply):

9th grade  
 10th grade  
 11th grade  
 12th grade

### Term Length (insert X mark next to all that apply):

Semester (5 credits)  
 Yearlong Course (10 credits)  
 Two-Year Course (IB Courses) (20 credits)

### What college and career readiness indicators will I meet in this course?

Graduation area requirement (List below)

- Foundational Literacy 1 qualifies students for a diploma from High School

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A-G Designation (List A-G subject area below)

N/A

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CTE Pathway Course (List pathway below)

N/A

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College Credit Course (List below)

N/A

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## Course Overview

### What is this course all about?

Foundational Literacy 1 will give students the opportunity to explore themes found in literature, and communicate them with others. Students will examine genres of literature and writing forms such as narrative, descriptive, expository, report, and informative writing. We will address reading strategies and skills and comprehension and understanding. They will broaden their understanding of language and vocabulary. They will apply these skills into their daily life and learn the importance and joy of reading and writing.

### How will this course help me be College and Career Ready?

This course will provide a foundation of literacy reading and writing skills as well as communication skills and comprehension of information presented in its many genres and formats. Students will learn to use text evidence to support opinions, identify author's purpose and determine fact from opinion. They will learn to organize their thought process and present information clearly. It will help students to navigate the world around them through informational text and identify useful key information.

### What concepts and skills will I master in this course?

Students will learn to work well with others, discuss themes, ideas and concepts and understand other points of view. Students will also learn to organize and express their ideas through paragraph and essay writing, and presentations. They will learn a growth mindset with activities that include collaboration and revision of work. Students will practice writing and reading comprehension skills through MPUSD's curriculum "Visualizing and Verbalizing". They will also refine reading and decoding skills through MPUSD's curriculum "Linda Mood Bell". They will also be exposed to grade level content and teaching through MPUSD's Edgenuity English courses that will give opportunity for independence, class review and discussion, exposure to subject matter vocabulary and supplemental activities aligned with the edgenuity content. powerpoints, practice of concepts and skills, and share "takeaways" and have peer discussions framing how to. They will understand how to support their thinking through text evidence and formulate their own analysis and opinions.

### How will I be graded?

Scholars are graded according to their progress toward their goals and their continued growth.

Not all assignments will go toward the final grade, this allows for practice without punitive measures. The grade is dependent on their demonstration of learning and making progress toward their goals.

### How will I receive feedback on my progress?

Grades will be provided online through the gradebook every two weeks. Scholars and parents may view grades through the Synergy portal. Grades will be updated every two weeks. Feedback will be provided on assignments in notes and on google classroom.

### What opportunities will I have to show growth in my learning based on the feedback that I received?

Students may have the opportunity to Increase understanding of procedural steps, and have multiple opportunities to demonstrate mastery of common core standards.

### What will success look like in this course?

Students will demonstrate proficiency in the skills mentioned above. Students will also demonstrate consistency day to day in attendance, class assignments and participation.

### What do I do if I need help in this course?

You may email the teacher requesting additional support at [nispillet@mpusd.k12.ca.us](mailto:nispillet@mpusd.k12.ca.us)

In addition all of your teachers' emails may be found in their google classroom under the people tab, then click the envelope icon next to their name.

### What do I do if I am absent?

If a student is absent they will be responsible for checking google classroom for the daily assignment and its completion or seeking teacher excusal. Make up work will be accepted on a case by case basis as the student communicates with the teacher.

## Key Standards Assessed in this Course

**CCSS>ELA-LITERACY.SL.9.10.1B- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views). Clear goals and deadlines, and individual roles as needed.**

**CCSS>ELA-LITERACY.SL.9.10.1C- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas: actively incorporate others into the discussion and clarify, verify, or challenge ideas and conclusions.**

**CCSS>ELA-LITERACY.SL.9.10.1D-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented**

**CCSS>ELA-LITERACY.SL.9.10.2- Integrate multiple sources of information presented in diverse media or formats (e.g., visually quantitatively, orally) evaluating the credibility and accuracy of each source**

**CCSS>ELA-LITERACY.SL.9.10.3- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**

## Course & Standard Grading Rubric

Letter Grade	Grading and Assessment Scale	
A	3.6 - 4	Thorough Understanding- Advanced and ready for your next goal
B	2.8 - 3.59	Adequate Understanding- Proficient and likely ready for your next goal
C	1.8 - 2.79	Partial Understanding- developing and additional practice and learning may be necessary for you to be prepared for your next goal
D	0.8 - 1.79	Minimal Understanding- emerging and that more practice and learning needs to take place in order for you to be prepared for your next goal
F	0 - 0.79	No Evidence of Understanding- Little or no evidence of mastering the content standards and you will need to demonstrate learning for a score

## Marina High Mission

At Marina High School we engage and inspire all scholars with life-changing opportunities through interdisciplinary rigorous academics, career technical education, collaborative work-based learning, and access to college-level courses, while preparing them to be leaders of sustainability in a global society and economy.

OUR SCHOLARS WILL BE COLLEGE AND CAREER READY AS DEMONSTRATED BY

# MARINA HIGH SCHOOL SCHOLAR PROFILE

THE GRADUATE PROFILE DEFINES THE KNOWLEDGE, SKILLS, AND ATTRIBUTES, I AS A MARINA HIGH SCHOLAR SHOULD HAVE AND BE ABLE TO DEMONSTRATE TO SHOW MY READINESS FOR HIGH SCHOOL GRADUATION, COLLEGE, CAREER, AND LIFE.



### I AM EFFICACIOUS...

- I DEMONSTRATE GRIT AND PERSEVERANCE
- I DEVELOP AND REVISE PERSONAL & PROFESSIONAL GROWTH PLAN TO CAPITALIZE ON STRENGTHS AND ADDRESS AREAS OF GROWTH
- I SET, REVIEW, REVISE AND MEET SHORT- AND LONG-TERM GOALS AND DEADLINES, MAKING APPROPRIATE USE RESOURCES
- I COLLABORATE PRODUCTIVELY IN DIVERSE GROUPS TO MAKE DECISIONS AND ACHIEVE COMMON GOALS



### I AM ADAPTABLE...

- I DEMONSTRATE A REFLECTIVE, FLEXIBLE AND DYNAMIC MINDSET
- I THINK CRITICALLY AND CREATIVELY USING KNOWLEDGE AND SKILLS FROM A VARIETY OF DISCIPLINES
- I IDENTIFY AND SOLVE CHALLENGES USING A COHESIVE, EFFICIENT AND REVISABLE PLAN OF ACTION



### I AM WORLDLY WISE...

- I PARTICIPATE IN CIVICS AND ENGAGE IN LOCAL COMMUNITY SERVICE
- I DISPLAY AWARENESS OF AND RESPECT FOR DIVERSE CULTURES
- I UNDERSTAND THE FINITE NATURE OF OUR UNIVERSAL RESOURCES AND UTILIZE SUSTAINABLE PRACTICES
- I DEMONSTRATE AWARENESS OF GLOBAL ECONOMIC NEEDS AND THE RESPECTIVE CAREERS AND SKILLS TO SERVE THEM



### I AM INFLUENTIAL...

- I COMMUNICATE PERSUASIVELY USING MULTIPLE MEDIUMS AND 21ST CENTURY TOOLS
- I DEVELOP AND SUSTAIN POSITIVE RELATIONSHIPS
- I INTERPRET SOCIAL AND EMOTIONAL CUES AS NEEDED FOR ACTIVE LISTENING AND EFFECTIVE DIALOGUE
- I DESIGN INNOVATIVE TECHNICAL AND ARTISTIC CREATIONS APPROPRIATE FOR SPECIFIC AUDIENCES AND PURPOSES

At Marina High School we engage and inspire all scholars with life-changing opportunities through interdisciplinary rigorous academics, career technical education, collaborative work-based learning, and access to college-level courses, while preparing them to be leaders of sustainability in a global society and economy.

## Student and Parent Feedback

Something about me that is important for my teacher to know is...

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After high school I plan to...

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Learning is most engaging when...

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Anything else you would like your teacher to know?

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### Classroom Supplies, Materials

You are required to bring your Chrome book to class everyday

I acknowledge that I have received a copy of the course syllabus for Foundational Literacy 1 that includes the standards, skills to be taught and method of evaluation, along with the classroom grading policy. In addition I understand the rules, expectations and consequences for the class.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_