

Advanced English 1-2

Mrs. Anne Armstrong

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Office Hours in Room 1101 Monday – Thursday; 7:00 – 7:25

Mission Statement:

To educate, engage, and empower all students to live ethically in an internationally-minded community. e3

Course Description - This year we are in our second year of piloting the SpringBoard curriculum. SpringBoard was developed by the College Board as a way to help students develop skills needed for their AP classes. SpringBoard is a print and digital program developed for all students in grades 6-12. It provides a customizable pathway integrating rigorous instruction, performance-based assessment, and exemplary professional learning. (<http://springboardprogram.collegeboard.org>)

“In SpringBoard, you will explore compelling themes through reading, writing, discussions, performances, and research. You will closely read short stories, novels, poems, historical texts, and articles. You’ll also view and interpret films, plays, and audio texts while comparing them to their related print versions. With frequent opportunities to write creatively and analytically throughout the program, you will develop fluency, research skills, and an understanding of how to craft your writing based on audience and purpose. Through collaborative discussions, presentations, performances, and debates with your peers, you will deepen your understanding of the texts you’ve read and viewed and learn how to convey your ideas with clarity and voice.” (From Letter to the Student by SpringBoard)

9th Grade at a Glance:

“Investigating the thematic concept of coming of age, you will read Harper Lee’s novel *To Kill a Mockingbird*; informational articles about college; short stories by Poe and Collier; historical articles about segregation; poetry by Wordsworth, Neruda, Lorde, and Silko; and Shakespeare’s *Romeo and Juliet*. From your reading, you will gather evidence from texts and incorporate it in written and oral responses, including a presentation using multiple forms of media.

You will encounter more varied and complex writing in this grade as you write in a variety of modes including argumentative, explanatory, and narrative writing. Film texts are a large part of Grade 9 activities. In Unit 2, you will study a film director’s style and analyze how style is evident in the transformation of print texts to films. In Unit 5, you will study *Romeo and Juliet* and analyze how key scenes are represented in multiple film versions as well as the print text.” (From Letter to the Student by SpringBoard)

Course Texts:

SpringBoard Consumable Textbook - handed out in the classroom

Course Materials:

All supplies a student must have to perform class assignments, homework, or projects are provided by the school at no cost to the students. There are some items, however, that are recommended but not required. The majority of the material used in class are the same materials that will be handed out in AVID classes. Recommended materials throughout the year include; lined paper, highlighters, pen & pencil.

Independent Reading:

A major focus in English is independent reading. Students are expected to have independent reading material with them every day. If you do not have access to books, I have many in my classroom that you can check out. Not having a book can result in a lowering of citizenship and/or academic grades.

Standards

SpringBoard is aligned with the common core standards for the state of California.

Grades

Work in this course will be assessed using a formal points system as well as informal observations and conferencing. Most homework will be between 5-10 points while larger assignments will range from 50-100 points. Students’ final grades will be the result of writing activities, word study work, tests, class discussions, oral presentations, creative projects, and conferences. Students will receive progress reports every 6 weeks. Detailed grade reports will be available through Powerschool. Please note that student work is often collected and scored at the end of a unit of study, so Powerschool is not always updated on a weekly basis.

Academic Support

Office Hours: Monday - Friday 7:00-7:25, Lunch, and after school by appointment.
Office Hours will change during the spring sports season due to swim practice.

Tutoring: Tutoring is available during office hours and in the library after school

E-mail: Feel free to e-mail me with questions or concerns. Please allow up to 48 hours to reply to e-mails.

Web-Site: www.learnstrong.co

Communication:

Each day I post what we did in class, homework assignments and other important classroom information on my website; www.learnstrong.co Please take a moment to go to the site and look around. If you need to contact me, there is a form for to contact me along with a request for a conference.

Classroom Expectations:

Instead of listing my expectations, look over your student handbook / calendar, I support and follow the policies stated on pages 12 – 22. However, there are a few concepts that I believe in and follow:

- **Take responsibility for your own learning.** I am here to teach, help, and support you. You must be willing to learn, participate, and do the work to the best of your ability.
- **Tolerance.** Understand and recognize that other people have different values, beliefs, and appearances. I will not tolerate language or actions that exclude or demean.
- **Plagiarism.** If you plagiarize an assignment, you will receive a zero. If you plagiarize twice, you will receive a failing grade for the semester. If you are confused about what constitutes plagiarism, please ask or check the handbook.
- **Class Attendance.** Attending class means being physically and mentally present—be involved! Be on time. Failure to do so will lead to dire circumstances, a drop in citizenship grade and /or a drop in academic grad

School Wide Expectations and the Caver 5:

The Caver 5 are five areas of focus for school expectations. Detailed information can be found in the student planner. The first week, students will focus on what they are. Caver 5 include:

- Dress Code - pg 20
- Attendance - pg 18
- Electronic Devices - pg 13
- Academic Honesty - pg 16
- Disruption of the Learning Environment - pg 19

Late Work

- I do NOT accept late work for most assignments. Please communicate with me when you need extend time. I will work with you if you come to me for help.
- If you turn a major assignment in late, you will lose one grade for each class late. Later in the day or after school are both considered late.
- Drafts for essay assignments will not be accepted late. Beta Reading Groups, and rough drafts are important parts of the writing process. Beta Reading Drafts are worth 20 points, rough drafts are worth 40 points. Students earn full credit for complete drafts. If a draft is missing parts, or has been rushed at the last minute points will be deducted.
- I will accept requests for extensions if they are in writing (in a note or in e-mail) and come at least three days prior to an assignment's due date. The extension request should include the title of the assignment, reason for requesting the extension, and a proposed new due date. Use your student planner to help determine if you will need an extension on an assignment. Extension requests will be granted sparingly, and only if the reason for the request is viable. Approved extension requests should be stapled to the assignment when it is submitted.

Absences/Tardies

You will only be able to make up work missed during an excused absence. If you are absent on a day a major assignment (e.g., the final draft of an essay we have been working on for several weeks) is due, you are still responsible for submitting the assignment on the due date via a parent, friend or e-mail UNLESS the absence is related to an emergency. If you are absent on a day of a test or quiz, it is YOUR responsibility to arrange a time to make up the missed test or quiz within one week of the absence. If a pattern of test avoidance emerges, a parent conference will be called. Consequences for multiple tardies will include lowering of citizenship grades. Be sure to look on www.learnstrong.co for what we did in class.

9th Grade English Policies and Permission Form

STUDENTS

Student Name: _____ Period: _____

Student's E-mail Address (if available): _____

I read and understand the classroom policies for 9th Grade Advanced English.

Student Signature: _____ Date: _____

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**PARENTS**

Please read through the course syllabus, then check appropriate boxes and sign below. If you choose not to check all boxes, please indicate your concerns in the "Notes" field at the bottom of this page.

- I have read and understand the classroom policies for 9<sup>th</sup> Grade Advanced English.
- I give my student permission to read the course texts for 9<sup>th</sup> Grade Advanced English.
- I give my student permission to watch "G," "PG," and "PG-13" movies that relate to classwork (e.g., Baz Luhrman's version of "Romeo and Juliet," rated PG-13).

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent E-mail Address (please give me your e-mail address if you would like to receive e-mail communication from me):  
\_\_\_\_\_

Parent Phone Number (please indicate the best time to contact you):  
\_\_\_\_\_

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Notes to Mrs. Armstrong: _____

