

English 10

Porter

2019-2020

Room 1069

Email: portert@chilton.k12.wi.us or mporter917@gmail.com

Available contact/conferencing hours: M-Th 1:10-4:00

Communication is central to our lives, our relationships, and our place in our world. This semester we will be reading and writing, with two objectives. One is to practice how to think and how to learn creatively--about ourselves, others, and the world around us, so we may become better individuals, family members, friends, community members and world citizens. The second objective is to practice communicating what we have discovered and learned with others and, in doing so, enter the conversation of life with enthusiasm, compassion, and confidence attained through knowledge.

Materials: We will be using computers daily and the expectation is that all students bring a FULLY CHARGED computer. Students are expected to use the technology responsibly and use the class time to complete assignments. We will practice using technology in a career/college appropriate manner and abusing computer privileges by not following the Acceptable Use Policy (AUP) could result in loss of access, which will negatively affect your ability to complete the in-class coursework satisfactorily.

Schoology: I expect all students to become familiar with and use Schoology DAILY. The class agenda will be posted daily and most assignments, rubrics, websites, and texts are on this website.

Units of Study:

Each unit of study has its own folder on Schoology with all readings, assessments and links to additional resources.

Unit 1: Inquiry and Definition

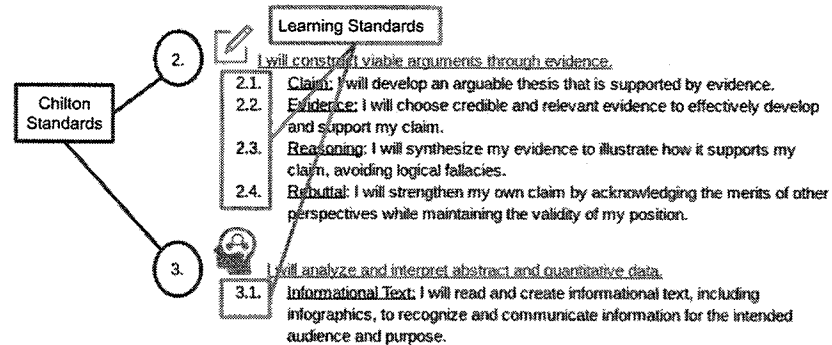
Unit 2: Art and Poetry

Unit 3: Civic Responsibility

Unit 4: Problems and Solutions

Grading Policies and Class Expectations:

English 10 will follow a standards-based learning policy (SBL). You will be scored on each of the seventeen (17) Learning Standards under the six (6) Chilton Standards that are listed on the



“English Standards” page.

Ungraded class assignments are an important part of building communication skills competency. Students are expected to participate in all class activities (group, individual and guided).

Each competency assessment will have a rubric that outlines which standards will be assessed and provides feedback on progress. There will not be a grade attached to the rubric.

Scores will follow the tiered scoring system:

- 3 - Meeting Expectations
- 2 - Approaching Expectations
- 1 - Attempting Expectations
- INC – Incomplete

Any incompletes (INC) on any standard on any assignment will result in an INC progress score so you must demonstrate all the skill standards outlined on the rubric for each competency assignment in order to earn credit for the assessment and, ultimately, the course.

You will receive one final score for this course, at the end of the semester. To pass the class, you need to have an overall score higher than a 2.08, with no Chilton or Learning Standards less than Approaching Expectations.

Employability Skills Assessment

In addition to the 6 Chilton Standards, Standard 7 will assess student work skills and habits. Some will be assessed in conjunction with competency standards and reported on the scoring rubric. The remaining will be assessed using the attached "Employability Skills Rubric" following each of the four major units. Scores for both RESPECT and RESPONSIBILITY will be entered into the report scoresheet.

Scores will follow the same tiered system described above. These skills WILL NOT be included in the final score for the class; they will be reported separately.

Revision Policy:

Standards-Based Learning (SBL) offers the opportunity to revise work to meet competency. You should always try to do your best work the first time, but to encourage continued improvement, you may revise any assessment, provided that you do ALL of the following:

Turn in the assignment on time

Meet with me to discuss an improvement plan

Either prove that you have done or do ALL formative and preliminary activities related to the assessment (outlines, peer revisions, etc)

Highlight all your revisions and submit the revised work with the original submission.

Opportunities for Additional Growth:

- Forensics
- *The Prowler*
- Optimist Oratorical Contest
- Optimist Essay Contest
- Editing for other students during homeroom and/or after school
- Tutoring other students in English concepts during homeroom and/or after school

Procedures Used to Intervene with Students Exhibiting Academic Difficulty

As part of SBL, students have the opportunity to work on, revise and have their competency on the standards re-assessed; however, if after 15 days, a student is exhibiting little to no progress in demonstrating competency on the standards, or a student demonstrates significant changes in performance, attendance, and/or attitude, intervention may be considered necessary.

If it is determined that you need intervention, you will be required to meet with me to discuss your academic difficulty, determine steps to improvement and decide if parental/guardian contact is necessary. If you have a significant number of missing assignments, or have the majority of standards still in the “Attempting” level, I may require that you attend tutoring on early dismissal Wednesday afternoons until assignments are submitted and/or “Approaching” competency.

Though there is ample opportunity in class to request and receive help, you may also schedule time before/after school or during Homeroom.

Student help may include:

1. Daily help as arranged
2. Conferencing for re-submission/revision of previous work
3. Peer tutoring
4. Consultation with guidance counselor
5. Parent/student/teacher conference as necessary

Academic Dishonesty

Do your own work; you should be proud of your efforts. Most classwork is either individualized or collaborative, which makes cheating and plagiarizing unnecessary; however, the on-line environment offers ample opportunities to plagiarize to some degree. **All competency assessments will be submitted to turnitin.com for analysis.**

Students will only earn credit for their own work and will be required to re-submit any plagiarized work. Additional consequences will follow the school’s Academic Dishonesty Policy as posted in the classroom and 2019-20 Student Handbook. If you have a question about whether you are permitted to work with classmates on an assignment or if something you are choosing to include in your work is plagiarized, it is your responsibility to ask!

Absences

Policy for late work due to absences will follow the school policy of two (2) days for each day absent to make up work. For prearranged absences, please request all assignments as far in advance of your absence as possible. For non-prearranged absences, ask classmates and/or the teacher for assignments *immediately* upon your return.

If you are absent, it is your responsibility to obtain the work, assignments and handouts you missed and turn in any work that was due on the day you were absent. Use Schoology to keep up with assignments and readings.

All assessments are due the day you return regardless of how much time you missed, unless other arrangements are made prior to your return. For example, if an essay is due on Tuesday and you missed that day, your essay will be expected to be turned in on the day you return.

Tardies

Tardies will be considered excused if you have a signed pass marked excused. Excessive or frequent and/or disruptive unexcused tardies may result in detention.

Make-ups

All assignments and classwork in on Schoology so it is your responsibility to make arrangements for to complete any and all make-up work.

English Standards



1. I will demonstrate independence through questioning and perseverance.
 - 1.1. Analysis: I will analyze and evaluate written, oral, and visual texts.



2. I will construct viable arguments through evidence.
 - 2.1. Claim: I will develop an arguable thesis that is supported by evidence.
 - 2.2. Evidence: I will choose credible and relevant evidence to effectively develop and support my claim.
 - 2.3. Reasoning: I will synthesize my evidence to illustrate how it supports my claim, avoiding logical fallacies.
 - 2.4. Rebuttal: I will strengthen my own claim by acknowledging the merits of other perspectives while maintaining the validity of my position.



3. I will analyze and interpret abstract and quantitative data.
 - 3.1. Informational Text: I will read and create informational text, including infographics, to recognize and communicate information for the intended audience and purpose.



4. I will develop and use appropriate models.
 - 4.1. Conventions: I will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
 - 4.2. Format: I will demonstrate knowledge and application of all format requirements.
 - 4.3. Citation: I will effectively integrate source material, using direct quotation and paraphrasing.
 - 4.4. Organization: I will create a cohesive text that includes an introduction, body, and conclusion tied together with effective transitions.



5. I will obtain, evaluate, and communicate information.
 - 5.1. Presentation: I will clearly and effectively present information, findings, and/or supporting evidence, adapting my speech to the occasion and audience, enhancing the presentation with visuals when appropriate.
 - 5.2. Word Choice: I will select effective words to convey what I mean, using grade-level or higher vocabulary that is appropriate for the audience and purpose.

- 5.3. Summary: I will summarize a piece of text to meet the targeted audience's needs, clearly relaying the main ideas of the article, but leaving out details and/or other unnecessary information.



6. I will understand and respond to varying audiences, cultures, perspectives, and purposes.

- 6.1. Discussion: I will prepare for and participate civilly in productive discussions with a group of people, posing questions and responding thoughtfully to others' ideas and questions while using information from multiple sources.
- 6.2. Style: I will make effective language choices in regards to syntax, rhetoric, and figurative language to convey an appropriate voice and tone for the audience and purpose.
- 6.3. Literary Text: I will read and create literary texts in order to recognize and communicate themes reflecting the human experience.
- 6.4. Connections: I will connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.

EMPLOYABILITY SKILLS RUBRIC

Standard 7.1 RESPECT

Are you CONSISTENTLY/SOMETIMES/RARELY respectful of your teacher's time?

- *Do you arrive to class on time and ready to work?*
- *Do you listen to directions and instruction when given so you are able to work independently (no interrupting, side conversations, hoods up, sleeping)?*

Are you CONSISTENTLY/SOMETIMES/RARELY respectful to your classmates?

- *Do you respect others' ideas in class and during discussions?*
- *Are you a positive contributor during group work?*
- *Do you give fair and appropriate constructive criticism on peer revisions?*

Are you CONSISTENTLY/SOMETIMES/RARELY respectful of your own learning time?

- *Are you on task during class?*
- *Do you read during reading time?*
- *Do you follow the cell phone policy (hanging in the slot during class)?*
- *Do you avoid leaving the class at inopportune times? (trips to bathroom, locker etc)*
- *Do you use your Chromebook appropriately and avoid digital distractions (no shopping or gaming if you have work to complete, for example)?*
- *Do you use your listening to music privilege appropriately? (not as a distraction...)*

Are you CONSISTENTLY/SOMETIMES/RARELY respectful of the learning time of others?

- *Do you respect others' space and time by contributing positively to a productive and safe classroom?*
- *Do you allow others to work without disruption?*
- *Do you avoid conversations during reading and quiet work time?*

Standard 7.2 RESPONSIBILITY

Are you CONSISTENTLY/SOMETIMES/RARELY doing your absolute best work?

- *Do you arrive to class on time and ready to work?*
- *Are you prepared for class (with CHARGED Chromebook, completed assigned readings and drafts)?*
- *Do you listen to directions and instruction when given so you are able to work independently?*
- *Do you read all the directions and rubrics thoroughly before attempting an assignment?*
- *Are you completing all ungraded homework/classwork assignments? (group work, independent work)*
- *Are you asking for help when needed and BEFORE the deadline?*
- *Are you taking advantage of opportunities for revisions (and Google doc comments)?*
- *Are you academically honest? (not copying ideas or work from other students or the internet)*
- *Do you re-read the directions and rubric before turning in COMPLETE assignments?*
- *Do you turn in your assignments on time and submit them to turnitin.com without being reminded?*
- *Do you check Schoology and your folder for make-up work when you are absent or going to be gone?*

SELF EVALUATION

RESPECTFUL: Are you respectful of your teacher's time? of your learning time? of the learning time of others?

Do you respectfully listen to directions and instruction when given so you are able to work independently?	CONSISTENTLY	SOMETIMES	RARELY
Do you use your chromebook appropriately and avoid digital distractions (no shopping/gaming)?	CONSISTENTLY	SOMETIMES	RARELY
Do you arrive to class on time and avoid leaving once you are here (locker, bathroom)?	CONSISTENTLY	SOMETIMES	RARELY
Are you on task during class and respectful of others during work time?	CONSISTENTLY	SOMETIMES	RARELY
Do you read during reading time?	CONSISTENTLY	SOMETIMES	RARELY
Do you respect others' ideas during discussions?	CONSISTENTLY	SOMETIMES	RARELY
Do you give fair and appropriate constructive criticism on peer revisions?	CONSISTENTLY	SOMETIMES	RARELY

Circle your overall score: 3 2 1

RESPONSIBLE: Are you completing work to the best of your ability (even when it isn't graded)?

Do you listen to directions and instruction when given so you are able to work independently?	CONSISTENTLY	SOMETIMES	RARELY
Are you completing all independent ungraded classwork assignments and contributing to all group activities?	CONSISTENTLY	SOMETIMES	RARELY
Are you prepared for class (charged Chromebook, completed readings and drafts)?	CONSISTENTLY	SOMETIMES	RARELY
Are you academically honest (submit to turnitin.com and do your own Achieve articles without help)?	CONSISTENTLY	SOMETIMES	RARELY
Do you turn in assignments COMPLETE and on time?	CONSISTENTLY	SOMETIMES	RARELY
Do you ask for help when needed (and BEFORE the due date)?	CONSISTENTLY	SOMETIMES	RARELY
Are you taking advantage of opportunities for revisions? (including Google Doc comments)	CONSISTENTLY	SOMETIMES	RARELY

Circle your overall score: 3 2 1

CHS Library Links Accessible from Home
(start at <http://146.66.103.48/~chilton4/resources/building/library>)

**OR from the CPS home page (www.chilton.k12.wi.us) choose the Resources tab,
then Library.**

1. EBSCO
 - a. User name-chilton
 - b. Password-2020tigers!
2. SIRS
 - a. Use W10348 and tiger (use zero, not letter o)
3. Access World News
 - a. Use Chilton, tigers
4. Teen Health and Wellness
 - a. User name – chilton
 - b. Password - tiger
5. WISCAT- for interlibrary loan
6. Chilton Public Library
7. BadgerLink