

September 28, 2019

Dear Student:

Welcome to English 11! We're going to cover a lot of ground in this course, so I have some expectations and other important information I'd like to share with you.

First of all, I have an open door policy. Please communicate any questions or concerns you have as soon as possible, so we may resolve them without needless effort and worry caused by any unresolved issues snowballing on us. I will be available before and after school on most days. I encourage you to speak to me during class, and if the issue needs to be discussed at greater length than class affords, we'll schedule a meeting at a time that works for us both. Also, if we cannot speak in-person, feel free to contact me by email at platnerz@chilton.k12.wi.us or phone at 849-2358, ext. 4363.

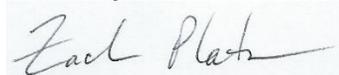
Concerning my philosophy of education, I believe it is my role as a teacher to act as your guide along the path of your education in this course. However, *you* must take ownership of *your* education. In other words, it is your job to learn; after all, it is physically impossible for me to learn for you. Again, it is my job to be your guide and to partner with you in this journey, so open communication between us is essential for you to achieve your very best. And it is my sincerest hope that you will accept this challenge to own *your* education.

Regarding grading, Chilton High School is in the process of a significant change: namely, we are moving to Standards-Based Learning to better serve you—and all of our students. The reasoning for this change boils down to the unfortunate truth that traditional grading practices place too much of an emphasis on grading. This has resulted in students chasing grades instead of actual achievement. On the other hand, Standards-Based Learning provides a tremendous opportunity to shift the focus to where it belongs: on learning. The faculty and administration continue to study the pertinent research and to have meaningful discussions with all the stakeholders as we explore exactly what Standards-Based Learning looks like at CHS. As part of this evolution, English 11 is a Standards-Based Learning course.

I would also like to point out that tutoring is available. If you need additional academic help, this can be a great option. If you are considering tutoring, please speak to me as soon as possible.

Now, please read the attached course policies for more essential information. Then sign the signatures form at the back of this packet to indicate that you understand the expectations. Next, share the information with a parent/guardian and ask him or her to sign, as well. Finally, return the signatures form to me by the beginning of class on Friday. And if either you or your parent/guardian has any questions, please don't hesitate to ask.

Sincerely,



Mr. Zach Platner
English Teacher
Chilton High School
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Phone: (920)849-2358, ext. 4363

English 11 with Mr. Platner
Course Policies
2019–2020

Content

The course's overall focus is to foster a deeper understanding of the human experience through reading, writing, speaking, and listening while developing students' collaboration skills and encouraging lifelong learning. And the following are our units of study:

1. Reading and Responding to Narrative Texts (short stories)
2. Reading and Responding to Informational Texts (personal essays)
3. Writing Informative/Explanatory Essays (literary analysis)
4. Timeless Tragedy (*The Crucible*)

Behavior

You are young adults; therefore, I expect you to behave in a mature manner at all times. In this class—as with all that you do as a member of the CHS community—you are expected to practice the Tiger Values of knowledge, enthusiasm, and compassion. As well, please consider the following twelve principles of civility:

1. Listen
2. Respect other people's time
3. Don't shift responsibility and blame
4. Accept and give praise
5. Respect others' opinions
6. Acknowledge others
7. Speak kindly
8. Apologize sincerely
9. Refrain from idle complaints
10. Think the best
11. Accept and give constructive criticism
12. Don't speak ill

Materials

You are expected to take notes and to keep these and your other class materials organized at all times. You need to have your assigned Chromebook, paper, a writing instrument, and all necessary texts with you during every class meeting. In addition, bring Sustained Silent Reading (SSR) material each and every day. If you have completed your work before class ends, you are expected to read silently; homework for other classes is not allowed.

Written Assignments

Always write your name on your work; no credit will be given for assignments not labeled with your name. Unless otherwise stated, all assignments are to be written in *complete* sentences and with legible handwriting using black or blue ink or pencil. Your best grammar and spelling are always expected and will count.

Absences

All students who are absent for *any* reason are responsible for the material covered during their absence and are expected to make up the missed material. For prearranged absences, please request all assignments as far in advance of your absence as possible. For non-prearranged absences, ask the teacher and/or your classmates for your missed work *immediately* upon your return.

Tardies

Tardies will be considered excused if you have a signed pass marked excused. Unexcused tardies will result in a detention being assigned.

Make-ups

Assessments missed for excused reasons are to be made up the day after your return at a time convenient for the teacher. For example, if you were to miss an assessment Monday and return to class Tuesday, you would make up the assessment Wednesday. In the event of an *extended*

excused absence, see the teacher upon your return in order to arrange a make-up schedule. Assessments missed for *unexcused* reasons are to be made up as soon as it is convenient for the teacher.

Deadlines

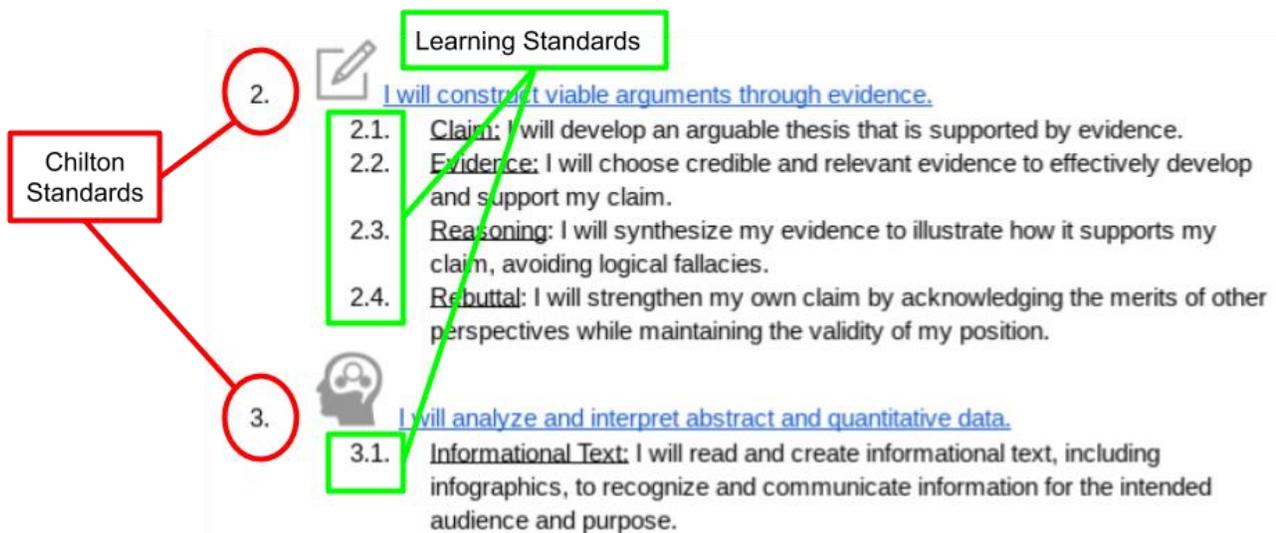
Assignments are due promptly at the beginning of class unless you are instructed otherwise. If you do not submit your assignments on time, you will be required to complete them in the teacher's classroom during homeroom.

If a difficulty arises with *any* assignment, speak with the teacher *immediately* to discuss how to resolve the issue. Informing the teacher of such a concern does not guarantee an extension; however, an extension cannot be considered without you first asking for one.

Also, no extra credit is available.

Assessment of Learning

There are six Chilton standards, and in the English Department, each Chilton standard has from one to four learning standards assigned to it for a total of 17 learning standards. Please see the attached handout titled "English Standards" for the complete list; below is a portion of the list with the Chilton standards and learning standards labeled:



The goal of this course is to master the English Department's learning standards and, thus, contribute to your understanding of the six Chilton standards. Therefore, your achievement will be measured against those same standards.

Practice assignments do not count toward your course grade; assessments do. On assessments, multiple standards may be evaluated.

Also, in Standards-Based Learning, "grades" look much different than with traditional grading practices. The possible scores are as follows:

- 3: Meeting (Expectations)
- 2: Approaching (Expectations)
- 1: Attempting (Expectations)
- INC: Incomplete or Not Assessed

Reassessments

Students should be allowed a chance at reassessment. In order to earn a reassessment, however, students will need to take the following steps:

- submit the initial assessment on time,
- complete all relevant practice,
- schedule a conference with his or her teacher in order to discuss the standards that need to be reassessed,
- set a due date for the reassessment within one week from the time the student receives his or her rubrics/feedback, and
- identify all changes that were made in some way to ensure true revision before turning in the reassessment.

Students will receive the score that they earn on their reassessment. Students are able to submit reassessments as many times as they need to within that one week window. And if students submit an assignment late—thereby not earning a reassessment opportunity—an alternative assessment will be allowed on any standards with incompletes.

Also, no reassessments may be submitted within the last five days of a term.

Method Used to Determine Course Grade

You will receive one final score at the end of the course: semester for a block section or academic year for a skinny section.

And the following is the method for calculating your overall score:

- First, the mode, or most frequent, of your assessment scores for each learning standard is your score for that learning standard. (For instance, if your assessment scores for a learning standard are two 3s, one 2, and one 1, the mode—and, therefore, your score for the learning standard—is 3.)
 - However, if there is a tie, your assessment scores for a learning standard will be averaged. (For example, if your assessment scores for a learning standard are two 3s and two 2s, the average—and, therefore, your score for the learning standard—is 2.5.)
- Next, your scores on the learning standard(s) assigned to each Chilton standard will be averaged to create your six Chilton standard scores.
- Finally, your six Chilton standards scores will be averaged to determine your overall score for the course.

The minimum score to earn credit for this course is 2.08. However, you will receive an incomplete for the course if you have an incomplete for one or more of the Chilton standards.

Keep in mind that just as with traditional grading practices, you are expected—and should challenge yourself—to give your best effort from day one through the end of the course.

And the teacher reserves the right to deviate from the above grading policies when extenuating circumstances such as extended illness, hospitalization, etc. result in a failing grade.

Score Reporting

Your scores will be reported in a personalized Google spreadsheet. The link to your spreadsheet is in PowerSchool. To access your spreadsheet for the first time, please complete the following steps:

- Log in to PowerSchool.
- Click on your score for this course.
- In the “Comments” box, you should see something like the image below.

Teacher Comments: [click for SBL spreadsheet](#)

- Click on the link.

It's recommended that you bookmark this spreadsheet for more convenient access in the future.

Your spreadsheet will appear similar to the one below. The notes explain some of the key features of the spreadsheet.

Overall Class Score: This is calculated from the AVERAGE of the Chilton Standard scores. If an INC or a 1 appears as any standard score, this will automatically default to INC.

Chilton Standard Scores: This is calculated from the AVERAGE of the Learning Standards under each Chilton Standard. If an INC appears anywhere under this standard, it will default to an INC.

Learning Standard Scores: These are calculated using MODE, the most common score for each standard. If there is a tie for the most common score, it will AVERAGE those tied scores until a mode is established.

Here is where you will find a list of all assessments and their due dates. You will also be able to see if the assessment was turned in on time and whether it was reassessed.

Here is where you will find the individual standard scores for each assignment. I input these scores directly.

PowerSchool will only be updated with your final score at the end of the course, so you—and your parents/guardians—must check your Google spreadsheet, not PowerSchool, during the course.

Academic Distinction

The following opportunities are available for you to distinguish yourself in this subject area:

- *The Prowler Club* (student newspaper)
- Forensics (public speaking team)
- Optimist Oratorical Contest
- Optimist Essay Contest
- Tutoring other students in English concepts

Academic Difficulty

If, at any point, your overall score is an incomplete, the following will occur:

- Your parents/guardians and co-curricular coaches/advisors will be notified.
- You will be removed from co-curricular activities until you have resolved your incomplete.
- You will spend homeroom and, if necessary, time after school until 4:00 p.m. in the teacher's classroom working to resolve your incomplete.

- Again, tutoring is available. Let the teacher know as soon as possible if you would like to pursue this option.

Academic Dishonesty

Please see the Chilton High School Academic Dishonesty Policy. For this course, academic dishonesty involving a practice assignment or minor assessment is considered a minor infraction, and academic dishonesty involving a major assessment, such as an essay or exam, is a major infraction. The student will receive an automatic zero for the assignment and a parent/guardian will be contacted.

As all assignments are intended to measure each student's individual knowledge and/or skills, you should always do your own work and be proud of your accomplishments. If you have a question about whether you are permitted to work with classmates on an assignment, ask ahead of time. Also, in cases that involve copying, both parties—the student copying and the student permitting his or her work to be copied—will be held responsible.

Food and Drink

No food or drink—with the exception of water—is allowed in class.

Cell Phones and Other Electronic Devices

Cell phones and other electronic devices, (e.g. iPods, MP3 players, video/picture recording devices, etc.) may be disruptive to the learning environment; therefore, if you choose to bring one to class, you must place it in the provided storage for the entire class period. And please be sure it is off. If you choose not to place your cell phone or other electronic device in the provided storage, it will be confiscated in keeping with the CHS Smart Devices Policy, which is attached.

During independent work time, you are welcome to use a *computer* to listen to music as long as you use headphones and keep the volume at a level that is unable to be heard by others. If you'd like to use your own headphones, bring them to class; you will not be permitted to go to your locker to get them.

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.

CHS Smart Devices Policy

When are smart devices allowed?

Cell phones are allowed to be used by students during:

- Lunch
- Nutrition Break
- Passing
- In Class when Specified by Staff
- Academic Resource

*Students are requested to silence and then must place their smart-devices (Cell-phones, iPods, and Tablets) in a designated area when entering the classroom. If a student's smart-device is seen or heard outside of the designated area, the teacher shall then enforce the consequences outlined below. If a staff member observes a student in the hallway on their smart-device during class time, it is their responsibility to enforce the consequences outlined below.

**Smart watches are allowed in the classroom unless the student is seen using them and must be removed during assessments.

***Smart-cell phone type-devices are not allowed in Homeroom and policy specified above must be followed.

****Devices should stay in the designated area UNTIL THE BELL RINGS.

*****This policy also applies during school assemblies

Consequences:

If students are seen to be using or distracting others with their cell phones outside of the times listed above, the following consequences shall take effect:

- **Step #1 (First offense):** Device will be confiscated. Regardless of the time of day, the device stays with the teacher until the end of that day and it must be turned in to the teacher the following day by 8:00am and to be picked up by the student at 3:10pm. If the device is not turned in according to the statement above, the consequence moves to step #2.
- **Step #2 (Second offense):** Device will be confiscated. Step #1 is repeated for a total of 5 **consecutive** school days. (Excused absences are exempted. Unexcused absences add an additional day.)
- **Step #3 (Third offense):** Device is confiscated. The consequences of step #2 are repeated along with the serving of a office-assigned detention and a letter being sent home to parents/guardians. If the detention is not served within a week of the offense then consequences move to step #4.
- **Step #4 (Fourth offense):** Parent meeting with an administrator to discuss and enact additional consequences.

*Consequences reset on a term/quarter basis (Staff must document any offences in Power School with the term in which it occurred.)

*Consequences are not counted per class, but rather as a whole per student.

*If a teacher is absent and/or has a sub, the device should be turned into the office.

* If the protocol is not followed, the student shall be referred to the office for additional consequences.

Course Policies Handout Signatures Form

Reminder: Your signature below indicates that you understand the course policies. If you have any questions, please contact Mr. Platner. This page should be returned to Mr. Platner by the beginning of class on Friday; please keep the letter, course policies handout, and other attachments for your reference.

Course Title

Period

Student Signature

Date

Student Name (Please write neatly.)

Parent/Guardian Signature

Date

Parent/Guardian Name (Please write neatly.)