



## WE ARE SPARTA!

**Dedicated to serve, participate, achieve, and respect!**

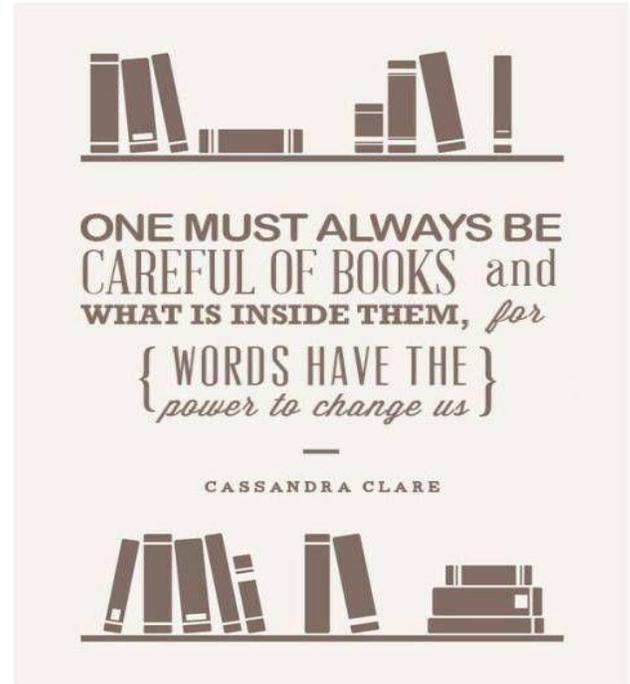
### **Course Objectives & Learning Activities**

“What matters most are the opportunities we can give students to make sense of any text and to see the immediate relevance of those texts to the urgent conversations of now.” – Tricia Ebarvia

**Welcome to sophomore English!** In this course, students will be expected to read, write, and think critically about both fiction and nonfiction texts. This course is designed to ensure that students are college and or career ready in literacy. We will use the Core standards that are organized by the following strands: Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language.

Our goal is to produce critically thinking students who can thoughtfully and skillfully articulate knowledge and understanding in writing. We will also use literature as a means to examine ourselves and the art of the written word to create passionate, informed students and citizens.

Students will focus on major literary forms, analyze the literary themes, and research and compose papers, speeches, and presentations.



### **MATERIALS AND SUPPLIES:**

- ✓ Optional: 3-ring binder (dividers helpful)
- ✓ Necessary: Composition notebook
- ✓ ChromeBook (provided)
- ✓ Copy of the current piece of literature to study
- ✓ Outside reading book

### **GRADING:**

All assignments are given a point score and placed in a weighted category as follows:

- **60% Formative Assessments** (general assignments, book annotations, class discussions, writing activities, quizzes, notes, etc.)
- **30% Summative Assessments** (tests, final papers, midterms, etc.)
- **10% Dailies** (journals, practice, engagement, reading, etc.)

### **POTENTIAL TEXTS:**

Student choices for literature circles, *House on Mango Street*, *Siddhartha*, *The Odyssey*, *The Chosen*, *The Rent Collector*, Shakespeare, as well as selected short stories from Literature, and poetry.

**\*Students are also required to have an outside reading book** of their choosing throughout the school year. Students will bring this to class EVERYDAY!

### **ASSESSMENT METHODS:**

- Reading notes and annotations
- Writing responses and journals
- Essays
- Participation and effort
- General assignments
- Attendance



## **CLASSROOM DECORUM EXPECTATIONS:**

To do well in this course:

### **1. ATTEND! It matters! Your presence matters!**

Participation points are available every day. Parents/guardians should excuse absences through the attendance office within five days of your absence. **Attendance matters in your understanding of this course!**

#### **Absent Work**

It is the student's responsibility to make-up what they missed.

If the absence is excused, the student has the same number of **school days** as the number of absences to make up the work.

For work **DUE** on a day a student was absent, the student must turn it in the **FIRST** day he/she returns to class to receive full credit. Major assignments—a DUE date was established well in advance of completion (essays, projects, presentations, etc.) **MUST** be turned in **ON** or **BEFORE** the due date to receive full credit.

**CHECK CANVAS!** Your daily agenda with assignments will be posted daily.

#### **LATE WORK - COME PREPARED & TURN IN YOUR WORK**

All late work will receive 75% credit if turned in late. Late work is only accepted for **TWO WEEKS** after the original due date. If any concerns arise concerning this policy, please speak with me *beforehand* and we can discuss an alternative.

- Due dates mean assignments are due at the beginning of class, unless otherwise noted. Have your assignments in your hand, ready for me to collect, when the bell rings.
- Begin big assignments early to avoid last-minute problems. Remember that the school library and English Lab (room 200) offer computer and printer access.

### **2. PARTICIPATE:**

Students earn daily participation points for attendance, performance, classroom behavior, some in-class assignments, and start-up activities. This makes a difference in your grade.

### **3. TREAT OTHERS RESPECTFULLY:**

I expect you be respectful in your interactions with me and the other students in our class, to use respectful language at all times in class, and to treat classroom materials with respect.

### **4. DO YOUR OWN BEST WORK**

**Cheating and Plagiarism** will NOT be tolerated. Any student who participates in cheating will receive a zero on that assignment and a U in citizenship. Cheating is also using peers' answers. Six word in a row from any source is plagiarism! *Any student who participates in cheating a second time in the same class will receive an "F" for that term.*

### **5. CELL PHONE POLICY**

Cell phones are to be stored **AWAY** (off body, not on desks). **There will be times we use phones in class for education, but you will be invited to take them out.** Phones will be taken for the day if on a desk or on a body (lab, pocket, etc.) at inappropriate times. Headphones and earbuds are not allowed in class, and students are expected to remove them before entering the classroom. Again, if invited, students may use them, but always have them put away unless given permission. Cell phones and other electronic devices that are used during class will be confiscated and given to an administrator.

#### **CITIZENSHIP CRITERIA:**

Your citizenship grade may be determined by your behavior in class, attendance or truancy.

Grading: Satisfactory (S) or unsatisfactory (U). Any U must be remediated prior to graduation.

**If there is a perceived error, any grade change must be completed within the following quarter or by June 30 for the fourth quarter.**

**Family Education Rights and Privacy Act:** *Ongoing critical evaluation by peers which may include the exchanging of student work, will be used to enhance the educational process. Ultimately the final assessment is the job of the teacher. Student privacy will be respected when providing class grades and other confidential information.*

**ENGLISH LAB: An English teacher will be available for tutoring and help every Friday after school!**

**(PLEASE print clearly!)**

Student's Printed Name: \_\_\_\_\_

Period: \_\_\_\_\_

We have both read the **English 10 Disclosure Statement**, discussed class expectations, phone policy, and understand the expectations for Ms. LaFortune's class.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

PARENTS: Did you know you can sign up for CANVAS access to see your student's courses and agenda?

Go to: <https://murrayschools.instructure.com/>

And click: sign up for new account.