

WELCOME to SOPHOMORE HONORS ENGLISH!

~ I am excited to help you grow in your reading, writing, and communication skills this year ~

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➤ Best days to meet with me for individual help: **Mondays and Tuesdays after school**

Course Essential Questions:

1. In what ways might literature reflect basic truths about humanity?
2. How does an understanding of rhetoric help us interpret the world around us?
3. How might we gain a more thorough understanding of literature and thus, the world around us?
4. How might outside factors impact our lives and “steer our course”?

OVERVIEW

This course is designed to use Common Core standards to deliver (and assess) *A MORE ADVANCED AND RIGOROUS* English curriculum that is focused on the essential questions listed above. Expectations for your participation, effort, and time will be provided within this syllabus. Additional things to keep in mind: (1) Canvas is the digital tool that will assist with instruction, assessment, and engagement throughout the year; (2) Regarding the Common Core standards and assessing student skills, grades will be determined by standards deemed essential for 10th grade completion by the state, the school district, and the SHS English Department.

EXPECTATIONS OF STUDENTS

- I. It is **absolutely crucial** that each student fully understands and embraces our school culture norms, including the following:

At Snohomish High School, each student commits to being WELCOMING, KIND, & RESPECTFUL.

- II. In my class, each student is expected to **think**—inevitably, this thinking process will include struggle and discomfort. Students should embrace this fact from the start—it is how growth and learning are achieved. It is a fundamental expectation that all of my students will approach my class, the lessons, and their learning with a sense of **INTEGRITY; plagiarized work will not be accepted in any form by ANY student involved**. As part of my class, it is expected that all students understand that their presence, hard work, and active engagement is necessary for academic growth.
 - a. Copying another student’s responses, use of A.I. tools, regurgitating online resource summaries and analysis—all of these behaviors interferes with the thinking (& therefore learning) process. All of these behaviors will result in a zero grade for the assignment. **ONE** additional attempt will be permitted for reduced credit. If the student demonstrates a pattern of poor academic integrity, *additional attempts will NOT be offered*.
- III. Additionally, all students must be **active** and **engaged** learners in my classroom. Instruction will take many forms—discussions, debates, activities, assignments, projects, etc. Students must dedicate their time and efforts to the **LEARNING** process. Each student must take **OWNERSHIP** of his or her growth, the demonstration of his or her skills, and therefore, the grade (s)he receives in the class.

Student quote from a personal reflection @ the end of last year:

“By prioritizing the learning rather than the quantified proof (my grade), the learning happened AND my grades went up.”

- IV. **** When absent, it is the student’s responsibility to stay caught up via Canvas. ****

CURRICULUM

*(Rather than list the texts we will examine throughout this course, you instead have a provided list of the skills that will determine class instruction and assessment. *Keep in mind: the specific language of each of the following standards is more detailed; what I provide here is a basic overview.)*

Standards/Skills to be taught (according to Washington State Common Core)—

✚ Reading Literary and Informational Texts—

- The evaluation and use of textual evidence to support analysis of a text.
- The identification and analysis of theme within a text.
- Analyze & evaluate the structure an author uses in his or her writing.

✚ Writing—

- Compose organized and complex writing that fits the audience and purpose. Writing will demonstrate grade-level expectations for structure, content, and approach.
- Compose writing that incorporates evidence that has been thoroughly evaluated and assessed for support.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards).

✚ Language—

- Using textual evidence/context clues, demonstrate an understanding of words with multiple meanings and how they may change forms based on context.
- Interpret figures of speech and analyze language for impact on the reading experience.

✚ Speaking—

- Initiate and participate effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas, and expressing their own clearly and persuasively.

Additionally:

Students will have grammar and vocabulary instruction imbedded weekly throughout the year (with some exceptions depending on the week's schedule and learning needs). Grammar and vocabulary skills will be assessed periodically. Also, students will be expected throughout the year to do independent reading which will help evaluate their reading skills.

GRADING

As indicated in the syllabus overview, student grades are a reflection of **SKILL** (*not* "COMPLETION"). As such, standards-based assessment terminology is used below.

STANDARDS-BASED and SKYWARD/FAMILY ACCESS GRADING SCALE:

- "A" ("Mastery—at or Above Grade Level") = 90-100%
- "B" ("Good/Proficient—at Grade Level") = 80-89.5%
- "C" ("Inconsistent/Approaching Grade Level") = 70-79.5%
- "D" ("Standard Not Met—Below Grade Level") = 60-69.5%
- "F" ("No Clear Attempt of Skill; Incomplete") = 0-59%

****All graded work** (there may be a rare exception) **will have the same point value of "10"**. There are **THREE assignment categories set up in Skyward to determine overall course percentage:**

~ Habits of Work ~

This refers to assignments that students are expected to complete and engage in as part of a professional and conscientious approach to the learning. This includes but is not limited to: participating and engaging in classroom activities, completing homework as assigned and in a timely fashion, collaborating with peers and instructor, etc. (Makes up 20% of overall grade.)

~ In-Class Work ~

Most of the assignments you will see on Canvas and in Skyward will fall into this category. This is work that allows students to practice new instruction, growing and improving their skills before final assessments. (Makes up 35% of overall grade.)

~ Summative Assessments ~

There will be fewer summative assessments than the other categories in Skyward, yet they are worth the highest percentage. This is because summative assessments are the quality demonstrations of required skills.
(Makes up 45% of overall grade.)

***To consider:**

“What does an ‘A’ look like?” An ‘A’ denotes “mastery” of a skill. Students consistently demonstrate exceptional understanding of the skill through high quality work without exception.

“What does a ‘B’ look like?” A ‘B’ denotes “proficiency” of a skill. Students show an understanding of the skill and what is expected of the work. There are opportunities for improvement and higher quality.

“What does a ‘C’ look like?” A ‘C’ denotes “inconsistency” in skill demonstration. Student is at or approaching grade level work as is shown in their submitted tasks/observed efforts.

“What does a ‘D’ look like?” A ‘D’ denotes that the student is below grade level in the skill. The student made an attempt to demonstrate the skill but did not succeed at grade level expectations.

“What does an ‘F’ look like?” An ‘F’ represents a lack of attempt by the student to demonstrate the assessed skill. Either the student did something other than what was asked/expected or did not do the work.

~ Regarding grades: Students & Parents/Guardians should also note that skills are obviously always evolving and developing (this is a good thing

SNOHOMISH HIGH SCHOOL CELL PHONE/ PERSONAL DEVICE POLICY:

“Snohomish High School is committed to *establishing a culture for learning*. There is no doubt that smartphones have remarkable capabilities which *COULD* promote student learning. **However**, research shows that most students use their phones primarily to access digital amusements. This is a barrier to learning. **Cell phones and other personal connected electronic devices WILL BE TURNED OFF and put away while in class and during instructional time**. Students will **NOT** use their cell phones while taking restroom breaks.

Exceptions: Cell phones may be used for a teacher-led academic learning activity (i.e., Kahoot!) as expressly permitted by the instructor only. Students may use their cell phones appropriately before school, during passing times, at lunch, and after school.”

PARENTS/GUARDIANS:

Students will NOT be permitted to have their phone on hand during class time. Do not call or text your student during class times (please see provided bell schedule on the SHS website). **If you have an emergency and need to reach your student during class, please call the main office (360-563-4018 or 360-563-4019) and they will call your student’s classroom teacher.**