

ADVANCED FRESHMAN ENGLISH

Mrs. Beeler

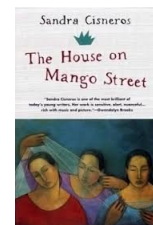
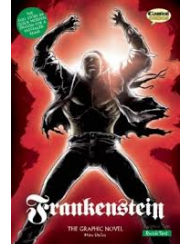
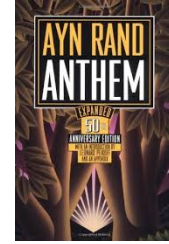
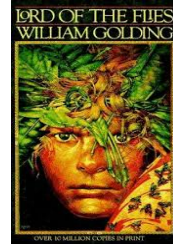
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UNITS OF STUDY

The curriculum and instruction in this course are tied to the Common Core State Standards for Language Arts, which are taught and assessed through the following units of study: ****Lord of the Flies*, *Anthem*, *Frankenstein* (Graphic Novel), *House on Mango Street*, and *Romeo & Juliet*, as well as short stories and poems, outside reading books (one per quarter), vocabulary (prefixes, suffixes and roots), and writing. ***Because we are in the final stages of the curriculum adoption process, novels are subject to change.



ASSESSMENT AND GRADING

Your grade will reflect what You KNOW and CAN DO.

In order for students to pass the relatively new, and highly challenging, Balanced Assessments that were implemented in 2014-2015, we will focus on 10 Common Core State Standards (CCSS) this year (included in syllabus). The goal is for all advanced students to meet or exceed all standards.

Scoring for Individual Assessments

All grading will be on a **4-point scale** for each standard. The marks below will be used in Synergy to communicate the student's understanding of the standard.

Proficiency Level	Mark	Description: <i>Student demonstrates the following:</i>
Exceeds	E	Advanced understanding/application of the standard
Meets	M	Solid understanding/application of the standard
Nearly Meets	N	Gaps in understanding and/or partial application of standard
Beginning	BG	Shows minimal understanding/application of the standard
Not Attempted	N/A	No attempt made on the standard

Determining Final Grades

A	B	C	D	F
4 Exceeds	7 Meets or Exceeds	No more than 1 Beginning	No more than 3 Beginnings	4 or more Beginnings
6 Meets	3 Nearly Meets			Insufficient Evidence: Standards not attempted.
No nearly meets or beginnings	No Beginnings			

Students will get TWO opportunities to demonstrate their understanding of each standard. The student's overall score for each standard will reflect his or her growth. **If a student improves on the second attempt, that score will become their overall score.** However, if a student regresses, the overall score will be an average of the two attempts, or the score that is demonstrated twice. For example, if the student earns an E (Exceeds) on the first attempt, but only Meets (M) on the second attempt, the final grade will remain a Meets, as that is the score they demonstrated twice.

*Students may resubmit **ONE STANDARD** at the end of the semester in order to meet it; however, students will not be able to exceed the standard on the resubmission. Assessments must be turned in within the given one week window.

EXPECTATIONS



Be
RespectFUL...

- Please be in your SEAT when the BELL RINGS.
- No food or drink is allowed in the classroom (water only).

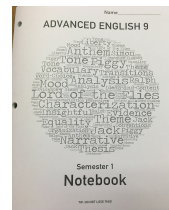
We have students with severe peanut allergies: **NO PEANUTS** whatsoever! Be mindful and wash hands with soap and water before class if you've had peanuts.

- While we use cell phones for educational purposes at times, they should be out of sight otherwise. Room 205 is a "No Charging Zone."
- Please come to class prepared with all necessary supplies and homework.
- Please **BE RESPECTFUL, RESPONSIBLE & SAFE!**

SUPPLIES



- 3 ring binder (may be used for other subjects)
- Composition Book (no spirals, please)
- Index cards (3 pack of 100 3 X 5)
- Post-It Notes (3 pads of 100 sheets: size 3 X 3)
- 4 colors of highlighters
- Box of KLEENEX



Adv. 9 Notebook, provided by teacher. You only get ONE copy, so PLEASE DO NOT LOSE THIS!

ABSENCES

Students who have been ABSENT need to make up their practice **IMMEDIATELY** (One day absent=one day to complete). Please check out the assignment calendar on my web site to see what was missed. bbeeler.weebly.com



If you have a prearranged absence, it is your responsibility to find out the practice and have your work turned in on time. **Assessments must be made up within one week.**

LATE ESSAYS WILL RECEIVE NO WRITTEN COMMENTS!

If you leave early for an athletic event, appointment, or any school related activity, you are responsible for the work we do that day. You must come to the following class prepared. If an assessment/essay is due on the day you have a school related event, you still need to turn in the assessment that day or it will be considered late.



ACADEMIC INTEGRITY



All students can demonstrate honesty by completing their own practice, not sharing answers or discussing test questions. Plagiarizing will be discussed and the proper use of citations will be required. If an essay is plagiarized, the assessment will not count and the student will have to do an on-demand attempt, parents will be contacted, and the student will receive a referral. A second offense results in an automatic failure of the class. Plagiarism includes, but is not limited to: sharing work (even using an older sibling's), using Sparks notes instead of reading, discussing assessment questions, and theft of work from the Internet.

To ensure that students receive academic instruction that is appropriate to their rate and level of learning, the curriculum and instruction of this course may be differentiated to include specialized groupings, compacting of curriculum, accelerated pacing, and providing of extension/challenge activities (this would be different work of a complementary nature and not extra work on top of existing assignments).

Mrs. Beeler

Home Advanced Freshman Sophomores Standards-Based Grading About Mrs. Beeler Awesome Books Grammar Girl

Welcome Back, Students!

As always, I'm pumped for this year to start. I love my job and working with you guys. Please use this website as a resource. I will post all of our important documents (assessments, rubrics, etc.) to help you be successful in this class. In addition, I will be available before and after school to help you with your writing, conventions, or any other standards you need help with. Please use me as a resource, too!

ADV 9 CALENDAR

Mrs. Beeler	
September 2014	
Monday	9/1
Tuesday	9/2
Wednesday	9/3
Thursday	9/4
Friday	9/5
Saturday	9/6
Sunday	9/7
Monday	9/8
Tuesday	9/9
Wednesday	9/10
Thursday	9/11
Friday	9/12
Saturday	9/13
Sunday	9/14
Monday	9/15
Tuesday	9/16
Wednesday	9/17
Thursday	9/18
Friday	9/19
Saturday	9/20
Sunday	9/21
Monday	9/22
Tuesday	9/23
Wednesday	9/24
Thursday	9/25
Friday	9/26
Saturday	9/27
Sunday	9/28
Monday	9/29
Tuesday	9/30

Beeler's Schedule

RESOURCES

*My **website** is our classroom hub. We use it on a daily basis, as almost all handouts can be found here.

*It's a good idea to bookmark the website, so you can check it daily.
Bbeeler.weebly.com

*Google Classroom

*Also, please see me for help before or after school; I love working individually with students to help improve your writing and critical thinking skills.

Once I get home from school, I do not check email.

Advanced 9

Common Core State STANDARDS

Reading, Vocabulary & Discussion	Writing
<p><u>Literary Text</u> <u>Semester 1</u> RL4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.</p> <p><u>Semester 2</u> LI17 Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.</p> <p>RL3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><u>Vocabulary</u> <u>Semester 1 & 2</u> L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p><u>Info Text</u> <u>Semester 1 & 2</u> RI9 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p><u>Narrative</u> (Semester 1) CCSS.ELA.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><u>Informative/Expository</u> (Semester 1 & 2) CCSS.ELA.W.9-10.2 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.</p> <p>CCSS.W.2</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.</p> <p>(Ideas & Content)</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>(Organization)</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (Word Choice)</p> <p>CCSS.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing. (Conventions)</p> <p>b. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing. (Sentence Fluency)</p>

<p>Life Skills (Semester 1 & 2) Career Related Learning Standard</p> <p><u>Organization</u>: plan, organize, and complete practice & assessments accurately and on time.</p> <p><u>Personal Management</u>: exhibit work ethic, responsibility, and the ability to be responsible and dependable.</p> <p><u>Teamwork Skills</u>: participate cooperatively, productively, and respectfully in teams to complete to tasks. Students will only be able to MEET this standard, as it is impossible to exceed what is already expected.</p>
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