

NEWPORT HIGH SCHOOL
I.B. LANGUAGE AND LITERATURE - YEAR ONE - SYLLABUS 2018-2019

Course:	I.B. LANGUAGE AND LITERATURE - YEAR ONE
Type:	This is the first year of a two-year I.B. course
Instructor:	Mr. Thompson
Prep Period:	Students needing help outside of class should contact Mr. Thompson to set up an appointment before school or during lunch.
Email:	brad.thompson@lincoln.k12.or.us (This is my preferred contact method.)
Phone:	(541) 265-9281
Website:	www.MrThompsonsClass.info
Text:	Text @nhsjrib to 81010 to receive reminders about tests, homework, assignments, etc.

Course Description

Course Overview:	<p>This course contains the first two parts of the four-part Language and Literature class. In part one of the course—<i>Language in Cultural Context</i>—students are given the opportunity to explore how language develops in specific cultural contexts, how it impacts on the world, and how language shapes both individual and group identity.</p> <p>In the second part of the course—<i>Language and Mass Communication</i>—students consider the way language is used in the media. Mass media include newspapers, magazines, the internet (for example, social networking), mobile telephony, radio and film. This section also addresses the issue of how the production and reception of texts is influenced by the medium through which they are delivered.</p> <p>Presentations are a required element of this class. No exceptions or alternatives are offered unless student is on an IEP, a 504 plan, or has other documented needs for alternative arrangements and student has made such arrangements prior to the date of presentation. Documentation must be specific to in-class presentation/public speaking.</p>
Course Goals:	<ol style="list-style-type: none"> 1. Introduce students to a range of texts from different periods, styles and genres 2. Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections 3. Develop the students' powers of expression, both in oral and written communication 4. Encourage students to recognize the importance of the contexts in which texts are written and received 5. Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning 6. Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts 7. Promote in students an enjoyment of, and lifelong interest in, language and literature. 8. Develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts 9. Encourage students to think critically about the different interactions between text, audience and purpose.
Course Passing Criteria:	<p>To pass each semester of IB Language and Literature Year One, a student has to earn a 70% in the grade book, and have passed 70% or more of the required Oregon State High School Language Arts Standards (see below) with a 70% or higher grade.</p> <p>In order to move on to an advanced English class during senior year (either 2nd year IB or Honors English), a student must pass first semester with at least 80% and second semester with at least 85%. Some exceptions <u>may</u> be made at teacher and administrator's discretion for extenuating circumstances.</p>

Grading Criteria:

Eighty percent (80%) of a student's grade will be derived from their ability to show proficiency of Common Core State Standards.
 Twenty percent (20%) of a student's grade will be derived from completion of homework, practice exercises, classroom behavior, and attendance.
 Because classroom discussion is such an integral part of this course, poor attendance will result in missing many of the opportunities to prove proficiency and may affect a student's grade. While I will make every effort to help students recover from unavoidable absences, students who miss significant amounts of class will find it difficult to earn a passing grade.

Most work is graded on the following 4-point scale:

0-1 No work was turned in	2 Work turned in was incomplete	2.5 Student work is approaching expectations	3 Student work meets minimum expectations	3.5 Student work is above minimum expectations	4 Student work far exceeds expectations
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Some tests, quizzes, and classwork will be graded on a point-for-point basis (for example, a 20 question test might score 19/20)

Marks in Pinnacle:

Standard Assessments will be labeled in the Pinnacle grading system with a "ST" before the name of the assessment and standard.

All work not labeled as ST (for a standard) is considered Practice.

Mark	Definition
4	A
3.5	B
3	C
0-2.5	F
P	Passing score 3-4
N	Non Passing Score 0-2.5
I	Incomplete
G	No Grade, No Credit
E	Exceeded expectations on the practice
M	Met expectations on the practice
D	Did not meet expectations on the practice
L	Turned in late, not yet graded
R	Revision needed
T	Turned in, not yet graded
X	Exempt from standard or practice
Z	Never turned in the assessment or practice

Required Materials:

- A 3-ring binder (or space in a larger multi-class binder) for taking notes and organizing other class work
- Pens and pencils

Suggested Materials:

- Multi-colored highlighters or pens
- Post-it notes

Standards Assessment

Course Standards

These are the overarching standards for this course and should not be considered to be the only standards we assess. A full list of all relevant standards is available on the class website.

LITERATURE STANDARDS

Key Ideas and Details

11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure

11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Range of Reading and Level of Text Complexity

11-12.RL.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

INFORMATIONAL TEXT STANDARDS

Key Ideas and Details

11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure

11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Range of Reading and Level of Text Complexity

11-12.RI.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

WRITING STANDARDS

Text Types and Purposes

11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

11-12.W.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.

11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

	<p>11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><i>Range of Writing</i></p> <p>11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>LANGUAGE STANDARDS</p> <p><i>Conventions of Standard English</i></p> <p>11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>11-12.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>Knowledge of Language</i></p> <p>11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>SPEAKING AND LISTENING STANDARDS</p> <p><i>Comprehension and Collaboration</i></p> <p>11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><i>Presentation of Knowledge and Ideas</i></p> <p>11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p>Standard Assessment Policy:</p>	<p>Standard assessments will take place in a variety of formats. These include, but are not limited to: participation in scored discussions; evaluation of Socratic Seminar preparation packets; essays; reading/writing journals; and the number of pages read with evidence of growth in reading ability (Lexile level, genre awareness, etc).</p> <p>Students will receive ample notification of the format and content for each standard assessment. Students must pass 70% of the standards listed for each semester.</p>
<p>Standard Make Up Policy:</p>	<p>Each student will be given multiple opportunities to pass each standard.</p> <ol style="list-style-type: none"> 1. The initial standard assessment. 2. If a student fails the standard or misses the assessment, they will be given two weeks from the original assessment date to make up the standard. 3. Should a student fail the standard a second time, they will be given a final opportunity to meet the standard during "retake week" the week before final exams each semester. 4. The latest score from any attempt will be the score placed into Pinnacle.

General Policies

Respect:	Respect is a huge part of my classroom environment and is threefold: teacher respect for students as the young adults that they are; students' respect for the teacher as a professional, prepared, and caring educator; and students' respect for each other as peers and partners in education. Students who do not rise to this level of respect will unfortunately have to be dealt with in a matter more appropriate to the level of their behavior.
Authenticity:	I firmly believe that the classroom should be as much like the "real world" as possible. I make every effort to choose topics of reading and discussion that relate to students' actual lives, provide writing assignments for authentic audiences outside of the classroom, and teach skills that will benefit students long after they leave my classroom. I always strive to have an answer to the most common (but often unspoken) student question, "Why do we have to do this?"
Accommodations:	Any student seeking accommodations on an assignment, assessment, or for other general classroom activities should submit an accommodation request form prior to the due date. Submitting the request at the time of turn in for students with IEP's and 504's is also acceptable. I will happily meet the accommodation needs of students with IEP's and 504's.
Make Up Missed Instruction:	It is the student's responsibility to check what they missed while absent using three resources: their classmates, the teacher, and/or the class website. Students are welcome to come to Wednesday intervention periods if they need additional instruction, even if not specifically recruited for intervention. I am rarely available during the passing period between classes.
Late or Missing Work:	Work not turned in on time will receive a zero score in Pinnacle. Students will then have one week to turn their work in for a maximum grade of 3 (out of 4), which is passing. Students who turn in partial work (evidence that they have been working on the assignment) will receive a 2 in Pinnacle (not a passing grade) but can still earn up to a 3.5 (out of 4) if their final is turned in within one week after the original due date. No late work will be accepted after the one-week window unless prior arrangements have been made and there are extenuating circumstances.
Weekly Participation Grades:	Consistent attendance and participation is of vital importance to student success in English classes. When students are absent, significantly tardy, or off-task during class, they miss important information, discussion, and learning opportunities. For that reason, much of the Practice Grade portion of the class, which counts for 20% of the grade, is based on good attendance and engagement habits. How do I get a 4/4 grade? For each week of class in which a student has perfect attendance (<i>no unexcused absences and no significant tardies</i>) and engages in class activities , he or she will get full credit (4/4) for the participation grade. But what if my absence or tardy is excused? Students who miss one or more classes during the week for excused absences will not receive a full participation grade unless the student proactively makes up for the absence. This means doing things like turning in missed assignments the next day, getting notes from a peer, checking the website for missed content and instruction, and possibly attending intervention to get caught up. In order to receive a passing grade, students must turn in a short written statement the day after an excused absence explaining what they did to get caught up. Pink Absence Sheets are available in the classroom. What if I'm there but off-task? Students who have perfect attendance during the week but do not fully engage in classroom activities may have their participation grade lowered for the week during which they were off-task. What if my absence or significant tardy is unexcused?

	Students who have an unexcused absence or significant tardy during the week, or are severely off-task for one or more days, will receive a grade of 0/4 for that week's participation grade.
Technology/Phone Policy:	In accordance with school policy, cell phones, iPods, etc. are not allowed in class from bell to bell. If any piece of technology is <u>seen or heard</u> during class, regardless of whether or not it is in use, it will be confiscated and turned over to school administration as per school policy. If permission is granted to one student to use his or her technology for a momentary academic purpose, it is not to be assumed that permission is extended to anyone else.
Cheating and plagiarism:	Cheating/plagiarizing is never okay, regardless of how you may try to justify it. When (not if) you get caught, you will automatically be referred to school administration for disciplinary action. I regularly Google phrases from student work to check for plagiarism, compare assessment results across classes, and use other means to identify cheating. Any time you are trying to pass off someone else's work as your own, you are cheating. Remember: when in doubt, cite it!
Tardy:	Each student is allowed 3 tardy marks per semester. After the third tardy, detention will be assigned for each successive tardy noted.
Food and Drink:	FOOD AND DRINKS ARE NEVER ALLOWED WHILE COMPUTERS ARE OUT IN THE CLASSROOM. As long as the privilege is not abused, food and drink are allowed during class in moderation. In other words, snacks without loud wrappers and strong smells are fine; full meals with strong odors are not. Abuse of this privilege (leaving your garbage behind, eating instead of being focused on class activities, for example) may result in this privilege being revoked for the whole class.
Supplies:	Students are expected to begin every class with paper and a pen or pencil out and ready to use. I try to keep items like pencils and paper available in case you forget, but you should not rely on these resources always being available. It is your responsibility. You will <u>always</u> be working on a personal choice reading book. Bring whatever you are reading to class every day as well.
Classroom Library:	A major resource of our classroom is the class library. These books are for your use and can be checked out and taken home. They are purchased either out of my own pocket or are donated by others for classroom use. Please honor these donations by taking good care of the books and returning them after reading. Also, I hope you'll consider donating any books that might be taking up space around your home.
Microwave:	The microwave is not to be used without first asking permission (and that will only be granted at reasonable moments). Please leave it clean.
Assigned Seating:	Seating is usually student choice for most days of class. There may be times when you are assigned to a certain seat. All seating arrangements are made to achieve the best learning environment for all students.