



2016-17 English III - Course Syllabus

Instructor: **Natosha Vaught** Room 74
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Phone: 541 494-6250 (CAHPS main phone line)

Texts: **Class texts will include, but are not limited to, the following world literature titles: *The Alchemist* by Paulo Coelho, *First they Killed my Father* by Loung Ung, *A Long Way Gone* by Ishmael Beah, and other literary and informational short-stories and articles by various authors.**

Parent/Student Resources:

Synergy Parent Portal

To track grade & attendance

Teacher website : via Synergy

For assignment list & other helpful resources

Teacher Conference Appointment by email:
natosha.vaught@district6.org

For specific concerns that need individual, face-to-face attention or email communication for concerns that do not require a personal meeting

Common Core Standards for grades 11 and 12 in Reading: Literature, Reading: Informational Text, Writing, Speaking and Listening, and Language .
<http://www.corestandards.org/ELA-Literacy/RL/11-12>

For information about Common Core State Standards and how they apply to your child

Course Overview:

In addition to preparing students for the Smarter Balance assessments (SBAC) in English/Language Arts, which includes reading, writing, and listening, movement is made towards refinement and mastery of skills in the use of textual evidence and research to support ideas and claims in written and oral form, literary and informational analysis, and growing a larger breadth of knowledge about world literature and global social issues. Students will move towards increasing his/her knowledge of word meanings, refine the use of inference and contextual usages, increase comprehension and evaluation of complex texts, and write for argumentative, persuasive, informational, and narrative purposes. Writing will be more sophisticated in style, word use, sentence structure, and organization. Students will use these skills to prepare an extended project that will culminate into a public, group presentation on philanthropy.

Over the course of the year, ALL students will be tested AT LEAST once in the areas of reading and writing. A passing SBAC score in English/Language Arts is a 3 (must be met in writing and reading). For students that do not meet the minimum standards in these areas, additional testing and/or placement in a support class may take place.

Content Covered/Course Learning Targets:

Literature & Informational Text

Key Ideas and Details:

Students will refine and move towards mastery in their ability to...

- Make inferences
- Determine central ideas and themes
- Summarize ideas and key details
- Cite textual evidence

Author's Craft & Structure:

Students will refine their skills in understanding...

- How author's word choices shape the meaning or tone
- How text is structured
- Analyze the impact of the author's POV in text

Integration of Knowledge and Ideas:

Students will refine and moved towards mastery in how to...

- Analyze topic/event from multiple sources and/or various accounts
- Evaluate the credibility of sources and contents

Writing

Students will refine and move towards mastery in their ability to...

- Develop and strengthen writing
- Write arguments to support claims
- Write informative and explanatory texts to share information/ideas
- Write narratives, both personal and imaginative
- Write research/investigative papers
- Incorporate evidence to support analysis, reflection and research

Language

Students will refine and move towards mastery in their ability to...

- Demonstrate command of Standard English: grammar, conventions, and usage
- Apply knowledge of vocabulary: including meaning (literal and figurative), usage and context

Speaking & Listening

Collaboration & Conventions

Students will refine and move towards mastery in their ability to...

- Prepare and participate in collegial discussions and conversations: come prepared, respond thoughtfully, make connections, justify with evidence, be open to different perspectives
- Presentations: clear, concise, logical, organized, and developed with evidence
- Utilize digital media (graphs, videos, images, etc.) used to enhance understanding

Grading

Student skills will be evaluated on a 0-5 proficiency-based grading scale. Assessed skills are specifically targeted by assignment. The targeted skills on large projects and writing assignments will be printed on the assignment expectations sheet. Assignments will be weighted based on purpose. Summative writing assessments and end-of-unit projects will carry a weight of 75% of the students' total grade. ALL summative evaluations must be completed and passed with a grade of C or better in order to pass the class. Revision opportunities on these specific assignments may be available with teacher permission and IF all previous assignments have been handed in. Office hours are the appropriate time for discussion about revising assignments and requests will be handled on an individual basis. Students should not have the expectation that they can revise all of their assignments. Students will not be allowed to revise any work if regular assignments are not complete.

STUDENT'S RESPONSIBILITIES

The junior year address the skills necessary for successful performance on standardized tests (including SAT and ACT) and post-secondary options. It is important that students take lessons and the school environment seriously. To ensure that the best possible outcomes and greatest number of options after graduation, students need to take responsibility and ownership of the following behaviors:

1. Be **actively involved** in class, **ask questions, contribute** to discussions
2. Complete all assignments (no matter the grade weight). Your assignments are designed to help enrich your learning and provide the practice that is necessary to improve skills. They are not busy work.
3. **Ask for help and ask questions** of fellow students (when appropriate) and the teacher (when appropriate) when you are confused or don't understand.
4. **Utilize your teacher's office hours.** Mrs. Vaught is here to help you. Please take the time to seek the help and support you need.
5. **Do your homework on time** so feedback can be given quickly and your involvement in group discussions and projects is valuable.
6. **Prepare in advance** for tests, quizzes, projects and group learning activities. Review notes, re-read material given in class, use any and all practice or suggested materials your teacher gives you.
7. **Do not distract** self and/or other students from the opportunity to learn. This includes turning your cell phone OFF before entering and keeping social media, texts, and emails out of the classroom.
8. **Follow the guidelines** set by the school and the district student behavior code, a cell phone referral will be issued as per CAHPS discipline policy.
9. Come to class **on time and prepared.** Information is missed when you are tardy and it causes class disruption. It is not the responsibility of your teacher or peers to furnish you with school supplies.
10. **In group-work, use the 95 / 5 rule** (95% work / 5% social).
11. **Remember that cell phones and other electronic devices should be OFF & out of sight unless explicitly teacher approved for a given activity and then it must only be used in the manner approved.**
12. **It is ok to have fun,** but remember when to "turn it off".

Attendance

Attendance and participation are **vital to your success** in school. Own your opportunity at success by seeking out what you missed. Your peers are great resources for finding out about the lessons for the day. Your teacher has a website that will often have assignments for the day(s) you missed. Utilize office hours to ask questions. Refrain from using class time to ask about missed materials, as this distracts from learning that should take place at that moment. **Athletes and club members:** It is YOUR responsibility to find out (IN ADVANCE) what you will miss for competition dates. Participation in athletics does not mean you get a free pass on classroom responsibilities.

PARENTS

If you need to contact your student for an emergency or other reason during the school day, outside of our lunch period, PLEASE call the school phone number (541) 494-6319 and your student will be contacted. Please do not call or text your student's cell during class; it causes disruption and demonstrates a lack of respect for the learning environment.

The simplest way to reach me is by email (natosha.vaught@district6.org). Times that I am most available for parent meetings are mornings between 7:45 and 8:30 (by appointment). Please give me at least 24 hours notice, so I can plan accordingly. If I receive your email or call after 3:30, please allow me 12-24 hours to respond. I often respond much faster than that, but life happens. For student help outside of class, I am available during my office hours on Monday, Tuesday, Thursday, and Friday from 7:45-8:35 and from 3:45-4:00. I will not be available after school once softball season starts in March. There have been times in which help sessions can run later than 4:00 if a student needs it. This must be discussed in advance.

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ENGLISH III SYLLABUS ACKNOWLEDGEMENT FORM

Note: Please read this syllabus carefully and sign it. Have your parents/guardians read it and sign it, and return this portion to me by September 18th.

I have read and understand the course expectations and policies:

Print Student Name (Please print neatly)

Student Signature

You, your daughter/son, and I are partners in your students' education. You can foster his/her success by checking often about their progress and looking with them at their assignment completion and/or needs. Please plan on attending parent/student teacher conferences in November.

Parent/Guardian Signature

Parent/Guardian Email – please print neatly

Best Phone Number(s) to reach you

First preference: _____

Second option (if available): _____

It is often easiest to call during the day, is it okay to call you at work if there is something I would like or need to talk to you about your student?

Yes No

If yes, work number: _____