

Inderkum High School

English

2017 - 2018

COURSE TITLE: English 9 College Prep. / Freshman English **PERIOD** ____
INSTRUCTOR: Ms. R
CLASSROOM: A - 110
EMAIL: rorodriguez@natomasunified.org (type in Rocky Rodriguez)
● Contact via Remind app too! (see attached handout)
OFFICE HOURS: Tuesdays & Thursdays 3 - 4pm or by appointment

COURSE DESCRIPTION

Students will develop reading, writing, speaking, and listening skills while becoming more aware of the English language and how to properly use its grammar and mechanics. The course will cover fictional, non-fictional, poetic, and dramatic pieces of literature.

MATERIALS you MIGHT want to have :

> These materials should be brought to class EVERY DAY and ready on desks when bell rings.

- Writing Utensils: Pen (Black/Blue Ink), highlighters (at least 2 different colors), pencil
- Notebook paper: 3 hole punched ; college rule (keep in binder)
- 3 Ring Binder or portfolio folder: at least 1-3 inches capacity ---- label 5 subject dividers/tabs
 - Divider 1: QTP (graded quizzes, tests, & progress reports)
 - Divider 2: Vocabulary
 - Divider 3: Grammar *** HOLD ONTO SYLLABUS!
 - Divider 4: Reading
 - Divider 5: Writing
- Planner / Calendar

IMPORTANT: There will be random collections of documents throughout the year to check for organization---STAY ORGANIZED!

CLASSROOM EXPECTATIONS

Students are to comply with all the rules in the Student Handbook.

Students are expected to be:

hard working, motivated, respectful, and empathetic

- Empathy : “the capacity to recognize and understand others’ emotions”
- Every day, everyone is encountering and experiencing different things. Be aware and considerate of others’ feelings and perspectives when sharing thoughts within the classroom.

CLASSROOM POLICIES/PROCEDURES

- **Be Ready To Go!:** Class materials on desk. Writing utensils will be available if forgotten but must be borrowed in “supply area” before bell rings.
*H.W. should also be passed up at start of period.
- **Tardy Policy:** Be in seat when bell rings. 10 minutes entrance after bell = tardy mark.
- **Food Policy:** Only water will be allowed during class time; keep away from computers.
- **Technology Policy:** All technology (e.g. cell-phones, headphones etc.) must be turned off and put away before the bell rings. If items are seen or heard, items will be

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confiscated and not returned until at the end of class. *Items can be at charging station during class but must be on silent or off.

- **Classwork/Homework Policy:** All assignments need to be complete, neat, and organized and turned in on time for full credit. If absent, you are responsible for finding out the missing work; you will have the same amount of days you were absent to complete the work. See absent bin for materials.

LATE WORK WILL NOT BE ACCEPTED unless discussed prior to class.

- **Quiz/Test Policy:** There will be at least 1-2 quizzes a month and 1 test a month. If a student misses a quiz or test/exam, it is HIS/HER responsibility to arrange to make it up within the same amount of time of his/ her absence. If the quiz/test is not made up, students will receive a “0” for that quiz/test.
- **Essay & Project Policy:** Essay due dates will be discussed at least 2-3 weeks prior to due date. Essay, rough and final drafts, and projects must be turned-in on due dates. If essay/project is turned-in late, 5 points will be docked off per day missing. If student is absent on day of due date, student has the same amount of days missed to turn-in the final product.
- **ACADEMIC INTEGRITY AND CHEATING/PLAGIARISM POLICY:** Students attending Inderkum High School are expected to conduct themselves honorably while in pursuit of education. Cheating, plagiarism, and fraud violate ethical rules of conduct and will not be tolerated at Inderkum High School. Students who violate the I.H.S. Code of Academic Honesty may be subject to administrative discipline. Students will refer to the [Inderkum Academic Honesty Policy](#) and individual syllabi regarding classroom policies on academic integrity.

GRADING CATEGORIES

- Classwork/Participation 15%
- Quizzes 15%
- Homework 25%
- Tests/Projects 20%
- Essays/Writing Assignments 25%

GRADE BREAKDOWN

A	94 - 100 %
A-	90 - 93 %
B+	87 - 90 %
B	84 - 86 %
B-	80 - 83 %
C+	77 - 79 %
C	74 - 76 %
C-	70 - 73%
D+	67 - 69%
D	64 - 66%
D-	60 - 63%

Proper MLA Heading for Assignments, top left hand corner

Last Name, First Name	Last name page #
Teacher's Name	
Class Title (English 10) / Period: _____	
Date (day month year)	
Assignment Title	

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Assessment

As an IB World School for the Middle Years Programme, students will be assessed on four MYP criteria (A, B, C, and D) for all subject areas. Teachers will use IB MYP rubrics to assess the knowledge, understanding, and skills of each student's performance and not an average of points for these assessments.

The four criteria for English are :

- Criterion A: Analyzing
- Criterion B: Organizing
- Criterion C: Producing Text
- Criterion D: Using Language

MYP assessments will be scored on a scale from 0-8. These 0-8 scores will be converted to a percentage that reflects the appropriate letter grade. Without this conversion, a student receiving a 4 on an MYP assessment would receive a 50%. MYP, however, does not consider a 4 to be an F. The grade conversion will be as follows for English:

Rubric Score	Grade conversion
8	A
7	A-
6	B+
5	B-
4	C+
3	C-
2	D
1	D-
0	F

Students will be assessed using MYP rubrics for all MYP objective strands at least once per semester and twice per academic year. These achievement level scores will be reported in Infinite Campus.

Final grades

Students will receive a traditional letter grade (A-F) and a final MYP grade (1-7) for their achievement at the end of the course.

To determine the final MYP grade, teachers will add together the student's final achievement levels in all criteria (A+B+C+D) of the subject group. That sum total will determine the MYP final grade.

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The table below provides the MYP grade descriptors for the MYP grades:

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

MYP rubrics should be included in your syllabus or you should communicate to families where to find them. They will be posted on the school website.

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CONSEQUENCES: in regards to behavior and/or academic discipline

*All steps will be documented.

1. Verbal warning / discussion
2. After-school detention / call home to parents
3. Referral to the Principals' Office

*For any other guidelines and further procedures please refer to the IHS Student Handbook.

ENGLISH BUDDY SYSTEM

If you are absent, contact a classmate/friend for the assignments from the class.

1. Name: _____

Contact Info (phone, email, etc.) :

2. Name: _____

Contact Info. (phone, email, etc.):

***** Neat and well-kept syllabi can be turned-in for participation credit at the end of the school year! Keep it tidy!!!!**

***** There may or may not be a random syllabus quiz --- make sure to read over for detail!**

***Each student and ONE guardian need to connect with the class period's remind link.**

See directions attached. (Counts as HW.)

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REMIND DIRECTIONS:

***Link per period...**

- **Period 1:** [remind.com/join/ihs171](https://www.remind.com/join/ihs171)
- **Period 2:** [remind.com/join/ihs1718p](https://www.remind.com/join/ihs1718p)
- **Period 5:** [remind.com/join/ihs1718p3](https://www.remind.com/join/ihs1718p3)
- **Period 6:** <https://www.remind.com/join/ihs1718p6>

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Tear off this paper from packet.

***Make sure to complete REMIND steps (counts as HW too!)**

Return this sheet of paper after syllabus is reviewed by student and guardian.

*****Return to Ms. R by FRIDAY, AUGUST 11th for credit.**

I have read through the class syllabus and understand the course expectations. I also promise as a student and peer classmate to try to uphold these class expectations in order to maintain and preserve a welcoming and safe environment inside the classroom as well as the one outside of the classroom walls to the best of my abilities for this academic year.

_____ **Student Name (Printed)** _____ **Date**

_____ **Student Name (Signed)** _____ **Date**

Student Email : _____

Internet access at home? (e.g. phone, computer, etc.) Yes No

I have read through my student's class syllabus and am aware of the course expectations.

_____ **Guardian Name (Printed)** _____ **Date**

_____ **Guardian Name (Signed)** _____ **Date**

Guardian Primary Phone Number: _____

- Best time to contact: _____.

Guardian's Email :

Primary Language spoken at home:

_____ English

_____ Spanish

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_____ Other (Please list - _____)

Further comments/concerns: