**English 2Michelle CrewsRoom 613**

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 **425-385-6173**

**Course Overview**

**DESCRIPTION**

The main focus of this class is to prepare students for higher level thinking courses, such as the AP course, college in the high school and future college courses, as well as improving the fundamental skills of thinking, analyzing, and problem solving. My personal goal is to facilitate a class that is challenging, stimulating, fair and fun ☺.

English 2 courses provide instruction, practice, and assessment of literacy skills aligned with Common Core State Standards. These skills include close reading and analytical writing. Primarily based on the College Board’s SpringBoard Language Arts curriculum, this course will require students to read short stories, poetry, novels, dramas, and nonfiction texts. With a world literature focus, texts often parallel the world history curriculum and expose students to other cultures. Furthermore, students will write essays of literary analysis in which they identify how the structure of the text conveys an intended main idea or theme.

**LATE WORK**

A percentage of the course grade is called **work ethic**. A student with a good work ethic completes skills practice regularly, manages materials and supplies to be prepared to learn and plans how to use time by employing an appropriate time management tool. Homework submitted after the due date may be logged in the grade book but may not receive any work ethic points. More importantly, however, work completed after the intended practice period may not provide the student with timely and necessary practice.

Assessments must be completed unless excused by the teacher. Any student who misses an assessment should contact the instructor as soon as possible to arrange a make-up opportunity. Students who fail to submit a major assignment *may be* required to serve an after-school academic detention.

**GRADING SCALE**

Assessments and some assignments are graded on a **5 point scale**. The level descriptions are as follows:

|  |  |  |
| --- | --- | --- |
| ***A*** | ***Exemplary*** | The student’s work **is above the grade level expectations**. |
| ***B*** | ***Proficient*** | The student’s work **meets grade level expectations**. |
| ***C*** | ***Approaching*** | The student’s work exhibits **some traits at grade level and some close to grade level**. |
| ***D*** | ***Emerging*** | The student’s work is **close to grade level expectations.** |
| ***F*** | ***Incomplete*** | The student’s work **shows some characteristics of work toward grade level expectations**, but the student’s work is **not complete**. |
| ***F*** | ***Not Received*** | The assignment was not received from the student. |
| ***No Credit*** | ***Late*** | The assignment was received after the due date so no points are awarded. This score will not be used for assessments but for work ethic assignments only. |

**CATEGORIES**

The majority of the course grade will be determined by the student’s performance on assessments. Several of these assessments will be “on demand,” meaning that they will happen in class and cannot be completed at home. These assessments will measure either reading or writing skills.

Weekly roots quizzes will make up 5% of the grade. Work ethic, a measure of the student’s learning habits, comprises the balance of the grade remaining after assessment.

**80% Assessment (Skill, Content)**

**20% Work Ethic**

**INDEPENDENT READING**

**In addition** to the required texts for the class, you will be expected to **independently read** and complete a **book “project”** on *at least* one book *each* quarter. More details on this requirement will follow.

**ATTENDANCE**

This course follows the EPS attendance policy. Please see the student handbook for more information.

Attendance is important. Regular attendance helps students gain the skills required to be successful in this course. Come to class every day for the best possible result.

Students who arrive late for any reason, excused or not, should hand a note from another staff member to the teacher upon arrival to class. Notes can be obtained from the attendance office or from the staff member who released the student late. Enter class as unobtrusively as possible to help maintain the learning environment.

If you are absent from class, check the classroom website: <http://www.everettsd.org/Domain/501>

There you will find the activities and resources (if possible) to complete the work you missed. Not too tech savvy? Then ask a reliable classmate (or two) for notes on what you missed. You are expected to make up this work on your own time and turn it in the next day to the “In Basket” located on the side table by the door. If, unfortunately, you are absent for an extended period of time, the teacher and student will discuss the amount of work missed and decide a reasonable time to make it up. This includes any missed warm up activities as well. Unfortunately, there are some activities that cannot be recreated (i.e. guest speakers, class discussions, group presentations, etc.), which means missing these activities means you miss the learning that accompanies them. Don’t expect the teacher to chase you down and “catch you up” on all that you have missed. Making up work is your responsibility.

**EXTRA HELP**

A wise student knows when to seek extra help. Students can get extra help from a teacher during the PAWS period that happens at the end of second period. This is an opportunity to get more instruction or feedback on skills practiced in class. It’s also a good time to talk to a teacher about make-up work, absences, or grades. If you need to meet with a teacher during PAWS, ask the teacher for a PAWS pass in class ahead of time.

**Welcome! I am looking forward to a challenging and successful year!**

By signing below, you are acknowledging that you have read and understand the above course expectations as well as the Academic Integrity Policy at CHS. If you have questions, please feel free to contact me. The best way to reach me is through email: mcrews@everettsd.org or contact my voicemail at (425) 385-6173.

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Student Name (Print) Student Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature Date

When I need to contact you to tell you how amazing your student is performing in my class, how would you like me to contact you?

email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cell phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

home phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ work phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Special Parent Plea:** Remember the good ol’ supply list you used to fill when your student was in elementary school? I’m sure that “back to school” shopping hasn’t gotten any easier or less expensive since those days; however, if you do find yourself with any extra supplies you would be willing to donate to our classroom, I would really appreciate it. Please feel free to send it in with your student or drop it off at the front office with my name on it. Here are a list of ideas**: Kleenex** (you wouldn’t believe the amount we go through here**)**, **hand sanitizer**, markers, colored pencils, crayons, pens/pencils, paper, construction paper, old/used magazines, glue sticks, etc. Thank you!!

**ACADEMIC INTEGRITY PHILOSOPHY**Honesty is a value that requires each person to tell the truth and to defend the truth. Honesty supports intellectual growth and creates a fair learning environment. Integrity is firm adherence to our values with or without the presence of others. In an environment of honesty and integrity, the work we turn in as our own is our own.

Teachers and administrators at CHS understand that pressure to get good grades can sometimes create the incentive to cheat. However, we firmly believe that cheating denies the value of education, damages the ethical character of the individual student, and undermines the integrity of our school community. The Academic Integrity Code of Conduct affirms that we value learning for its own sake, and that we therefore demand personal integrity and intellectual honesty in all academic work.

**WHAT IS ACADEMIC INTEGRITY?**

Having academic integrity means valuing and demonstrating positive regard for:

* Intellectual honesty.
* Personal truthfulness.
* Learning for its own sake.
* The creations and opinions of others (i.e., intellectual property).

Disciplinary action will be taken commensurate with any violations. Please refer to the CHS Code of Conduct at the CHS homepage.

**PROCEDURES AND CONSEQUENCES**Teachers and administrators will use professional judgment to determine whether a violation of the Academic Integrity Code of Conduct has occurred. Whenever a student is found to have violated the Academic Integrity Code of Conduct and/or course-specific rules, these procedures will be followed:

Disciplinary action will be taken commensurate with the violation. All teachers and administrators are expected to enforce the rules and consequences of the Code of Conduct consistently.

***Note*:** Instances of serious clearly premeditated attempts at cheating or schemes that reveal attempts at coordination beyond an individual level may warrant treatment of first violations as second violations.

**A. First violation or second minor violation**

1. Warning (for a minor infraction only, such as glancing at another student's paper)

2. Score of zero (F) on the test, paper or assignment

3. Conference with teacher, parent, principal or assistant principal and student

4. Assignment of additional work or re-testing

**B. Subsequent violation**

1. May include a Grade of F in the course or loss of credit

2. Conference with teacher, parent and student, and principal or assistant principal

3. Disciplinary action

**C. Third violation**

1. Grade of F in the course

2. Conference with teacher, parent and student, and principal or assistant principal

3. Suspension or expulsion

**D. College recommendations through counseling/guidance department may be impacted as well as consideration for scholarships and National Honor Society Membership.**

 **E. Appeals Process**

Students wishing to contest decisions resulting from the administration of the Cascade High School Academic Integrity Code of Conduct may submit their appeals in writing to the principal.

**READ AND SIGN**

Please sign below and return this course overview to your English teacher.

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_