



English III - Course Syllabus

2016-17

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Course Description:

Students will move 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. 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, improved word use, sentence structure and organization. Students will use these skills to prepare an extended junior year project that will culminate in a public group presentation on an organization dedicated to global philanthropy.

Note: Over the course of the year, ALL students will be tested AT LEAST once in the areas of reading and writing. A passing Smarter Balanced score is required to meet the standards issued by the state of Oregon in ELA. For students that do not meet the minimum standards in these areas, additional testing and/or placement in a support class may take place.

Parent/Student Resources:

Synergy Parent Portal:

<http://www.http://vue.district6.org/>

To track grades, reports, standards alignment, and attendance

Central Point School District website:

<http://www.district6.org>

For district announcements, policies, and expectations

Teacher website:

Synergy Class Website

For assignment list and other helpful resources

Teacher Conference Appointment by email:

eric.hamilton@district6.org

For scheduling meetings or for general questions and concerns

Common Core Standards for grades 11 and 12:

<http://www.corestandards.org/ELA-Literacy/RL/11-12>

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

Texts and Materials:

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

Loung Ung A Long Way Gone by Ishmael Beah

Course Learning Targets (drawn from Common Core English Language Arts Standards):

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 based grading scale. Targeted skills and learning outcomes are assessed through a variety of assignments, projects, and exams. Assignments will be weighted based on purpose. Essential assignments must be completed and passed with a grade of 2.5 (C) or better in order to pass the class. Re-do or make-up opportunities on these specific assignments will be available IF all previous assignments have been handed in to instructor. Office hours are the appropriate time for discussion about re-do assignments and requests will be handled on an individual basis. For more information about the 0-5 grading scale, please refer to materials available on instructor website. Late work must be submitted within two weeks of the assignment deadline. Work submitted beyond the two week window will not be accepted.

STUDENT RESPONSIBILITIES

The junior and senior years address the skills necessary to ensure college/career readiness, prepare students to be active/informed citizens of the 21st Century, and 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, 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 point value or 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.** 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.

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) 494-5260 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 (eric.hamilton@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 Monday, Tuesday, Thursday, and Friday from 7:45-8:35 and from 3:45-4:00.

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 to me by September 23rd.

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 on November 24th-26th and March 18th-20th.

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: _____