**Welcome to Freshman English!**

**2013-2014 Disclosure Statement**

**Course Overview:** Freshman English units of study focus on the theme Coming of Age, a subject that is relevant and relatable to students entering high school. The readings cover many genres including short stories, novels, Shakespearean drama, poetry, and visual media. Students are introduced to literary concepts and will write narrative, analytical, and argumentative essays about incidents in their own lives as well as about themes, characters, contexts, and ideas from the readings.

**Curriculum:**

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| --- | --- |
| **Primary Texts** | College Board, *Springboard Textual Power, Level 4*  Carvell, *Who Will Tell My Brother?*  Lee, *To Kill a Mockingbird*  Shakespeare, *Romeo and Juliet* |
| **Elective Texts** | Alexie, *The Absolutely True Diary of a Part-time Indian*  Anaya, *Bless Me Ultima*  Kidd, *The Secret Life of Bees*  Meyers, *Monster*  Spinelli, *Stargirl* |
| **Visual Media** | Burton, *Edward Scissorhands*  Luhrmann, *Romeo + Juliet*  Zeffirelli, *Romeo and Juliet*  Mulligan, *To Kill a Mockingbird* |
| **Writer’s Portfolio** | Writer’s Workshops  CFHS Common Writing Assessment |

**Grading:** The purpose of grading is to assess if students have learned key knowledge and can perform expected skills. There are two types of assignments - formative and summative. Formative assignments include daily in-class work and homework; they prepare students for learning, give them practice, and/or extend their learning. Summative assignments let a student demonstrate skills, ability, and content knowledge. These include performance tasks such as essays, projects, oral presentations, and tests. Rubrics for performance tasks are found in the *Springboard Curriculum Workbook*.

Students will ultimately receive a letter grade in this class based upon their combined performance on standards in four areas: reading, writing, language, and speaking/listening. More information on the Common Core Standards is available online at <http://www.corestandards.org/the-standards/english-language-arts-standards>. Student scores, both formative and summative, will be available for students and families to monitor online using Family Link (see below – communication).

**Grading Scale:** 100 – 90/A; 89 – 80/B; 79 – 70/C; 69 – 60/D; 59 – 50/F; Below 50/Incomplete

**Behavior Expectations:** Please review the student conduct policies in the online *CFHS Student Handbook* for information on discipline and enforcement. This handbook is found at http://www.cfhighschool.org. Overall, students must be active listeners and must show respect to themselves, all others in class, and school property.

**Participation:** Students are expected to engage in academic conversation while sharing their thoughts and ideas. They should strive to make relevant comments, and show engagement in the learning process. Partner and collaborative group work is required. Activities allow students to learn through participation and active engagement with English Language Arts concepts. These activities are designed to stretch and inspire their thinking. Students are expected to take ownership in their learning and develop a toolbox of strategies to help them succeed.

**Late Work/ Make-Up Work:** Students may re-work Embedded Assessments and essays until satisfied with their performance. Students are expected to turn in work when it is due. If a student is absent, it is their responsibility to contact me for the missing work and to make it up according to a determined schedule. If a student is absent, and they can access it, they are encouraged to work through the missed activities by using the online textbook and asking for clarification or directions by email.

**Required Materials:** Come to class prepared to work! This course requires students to keep a notebook or binder for daily notes, activities, and vocabulary. Periodic notebook/binder checks will take place and be entered into the grade book. You ***must*** bring the following supplies daily in order to succeed in this class:

* *Springboard Curriculum Workbook* (your individual copy will be issued the first week of school). If lost, you will need to remit $20.00 for an additional copy. You will be able to access the text online for homework or makeup work.
* 3 subject notebook with pockets
* Pencil and/or pen (please, blue or black ink only)
* Highlighters
* Sticky notes

**Homework:** Most work will be completed in class. However, students will occasionally be expected to finish assessments and complete reading assignments at home. Monitor assignments using the class website (see below – communication). Additionally, students can access the *Springboard Curriculum Workbook* via the Internet for homework purposes.

**Communication:** Grades and attendance can be monitored using the Family Link system. Access it through the District website: cfsd6.k12.mt.us. Also available on this website are links to teacher web pages. Each student will be assigned a Google (Gmail) account through the District. Students are encouraged to use their Google account as a communication tool. Though it is not required students have internet access at home, those who do will find it an effective way to communicate with me.

**Students:** Please read and discuss this letter with your parents or guardians. If you or they have any questions or concerns, please have them me by phone or by email. Contact information is listed below.

**Thank You!**

Alia Hanson

CFHS Room 214

(406) 892-6500 x249

Email: ahanson@sd6.k12.mt.us

Class website: www.cfhshanson.weebly.com

***Please return this page by Friday, September 13th***

**Disclosure Acknowledgement:** By signing, the student acknowledges and agrees to the procedures and expectations outlined within the syllabus. Further, the student agrees to come to class prepared with the supplies listed as well as a willingness to participate in the learning process.

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**Student Name (print) Date**

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**Student Name (signature) Date**

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**Parent/Guardian Name (print) Date**

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**Parent/Guardian Name (signature) Date**

**Film Waiver:** The *Springboard* curriculum and the Common Core State Standards incorporate modern visual media (film, television, print media, and Internet) as a style of text that requires the application of critical thinking skills and analysis. Films are also used in conjunction with written texts to aid in visualization and comprehension in the learning process.

Students will view the following films and complete note-taking tasks and written assignments. **If you are uncomfortable with any of the film choices, an alternate assignment can be arranged**. Please check any of the movies that you ***do not*** want your son/daughter to watch, sign at the bottom or check that your student may view all films, and have your student return this page to me. If you have any questions, please feel free to contact me.

\_\_\_\_ *Edward Scissorhands*, Tim Burton 1990

\_\_\_\_ *Romeo + Juliet*, Baz Luhrmann 1996

\_\_\_\_ *Romeo and Juliet*, Franco Zeffirelli 1968

\_\_\_\_ *To Kill a Mockingbird*, Robert Mulligan 1962

**OR**

\_\_\_\_ My student **may** view **all** films listed above.

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**Student Name (print)**

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**Parent/Guardian Name (print) Date**

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**Parent/Guardian Name (signature) Date**