

## Ms. Healy \* English 4 CP \* Syllabus \* 2023-24

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Office Hours: Daily Before & After School (EXCEPT Wednesdays & Fridays), and Lunch, OR by app't.

### Philosophy

English is primarily the study of communication. Enhancing communication skills is vital for both academic and post-graduate/career success. In this course we will apply those skills in the four areas of English: Reading, Writing, Listening, and Speaking with the ultimate goal in mind to meet the JSHS Vision Statement: "The John Swett Unified School District is a welcoming and diverse learning community committed to engaging and empowering students of all backgrounds, closing opportunity gaps and building successful students." I intend to prepare students for their post high school college and career plans to the best of my ability.

### Course Description

"English 4 CP (College Prep) is a course designed to improve your skills and to prepare you for freshman college English at the University of California, the California State University or other four or two year schools. Through the study of literature you will learn to become a more respectful, ethical, and intellectually disciplined. It fulfills the 'b' requirement of the University of California." (Source: The JSHS Course Descriptions, revised August 2022.)

### Specific Aims

### California State Common Core Anchor Standards for College & Career Readiness

READING (Literature & Informational Texts): Demonstrate understanding of Key Ideas and Details; Craft and Structure; Integration of Knowledge and Ideas; AND Comprehension of complex literary & informational texts.

WRITING: Demonstrate skills and understanding of Text Types and Purposes; Production and Distribution of Writing; Research to Build and Present Knowledge; and a Range of Writing.

SPEAKING and LISTENING: Demonstrate skills and understanding of Comprehension and Collaboration; and Presentation of Knowledge and Ideas.

LANGUAGE: Demonstrate skills and understanding of Conventions of Standard English; Knowledge of Language; and Vocabulary Acquisition and Use.

### AVID-based Instructional Techniques/Activities

**Writing:** focused note-taking system, learning logs, quick writes and reflections, process writing, peer evaluation, authentic writing, writing to learn, essay writing (analytical & persuasive), research writing (informational), presenting a formal speech

**Inquiry:** skilled questioning techniques, Costa's levels of thinking, Socratic seminars, tutorials, investigations, questions that guide research

**Collaboration:** Socratic seminars, tutorials, philosophical chairs, group activities and projects, peer editing groups, service learning projects.

**Organization:** binders and organizational tools, calendars, planners, and agendas, graphic organizers, focused note-taking system, tutorials and study groups, project planning and SMART goals.

**Reading:** deep reading strategies, note-taking, graphic organizers, vocabulary building, summarizing, reciprocal teaching.

### Teaching Materials & Over-Riding Theme

In order to meet standards related to skills (especially vocabulary and grammar development) we will spend Tuesdays studying and testing on "college prep" vocabulary interspersed with reading comprehension, grammar, and skills related to academic testing (Using *Word Within the Word* volume 2 by Michael Clay Thomas; *Literature and Language Arts, Sixth Course*, Holt Publishing, & a variety of additional resources.) Mondays, especially during the first semester, will be devoted to college and career preparation using the above resources and materials from a variety of professional organizations.

In order to expand upon standards intended to improve reading and writing skills we will study literature focused on answering the question: **How does the literature of the past shape our understanding of events in the present and guide our actions in the future?** First semester we will



primarily be using selected poetry, short stories and non-fiction readings from *Literature and Language Arts, Sixth Course, Holt Publishing* Second semester will be devoted to units designed around complete works of literature and includes the following titles: *Macbeth & Othello* by William Shakespeare; *Brave New World* by Aldous Huxley; *1984* by George Orwell; *The Metamorphosis* by Franz Kafka; and *The Hitchhiker’s Guide to the Galaxy* by Douglas Adams. {This list is subject to minor changes.}

**Expectations**

High school is designed to help prepare students to future experiences and success in college and their careers. Typically courses in English emphasize reading as the primary form of homework, few routine/homework assignments, and more lengthy essays upon which more emphasis is placed. Plan for 30-45 minutes of homework per night (primarily reading or essay writing practice.) Students should make regular use of the school’s web sites (Google Classroom & Aeries) and the class calendar to pace their work, complete assignments, and succeed.

**Daily, on time attendance is critical** (i.e. in the room, in your assigned seat before the bell rings to signal the beginning of class). Please review the school policies for guidelines on school expectations and penalties for absences and tardies on the school’s web site NOTE: students absent on major exam dates will complete a take home essay in lieu of the multiple choice test.

Students should be ready to work with assigned book(s), paper, writing instruments and a binder or folder wherein they keep all materials for the current grading period. All students are required to bring a composition book wherein they will record class exercises, notes, & activities. These will be checked off periodically and collected once a quarter. (Ms. Healy will have comp books available.)

Behavior expectations in my classroom are guided by the rules of common courtesy and mutual **respect**. The use of electronic devices is allowed solely at designated times (“Tech Breaks”) in Ms. Healy’s classroom. The key factor in guiding classroom behavior should be based upon the “Schoolwide Learner Outcomes” (SLOs) posted in the classroom:

- Socially Responsible and Ethical Citizens
- Well: Physically, Mentally, and Emotionally
- Effective Communicators
- Thoughtful Problem Solvers
- Technologically Skilled: College and Career-Ready

**Most importantly:** *Degrading racial, ethnic, homophobic, sexist, or religiously and culturally intolerant language or behavior is not acceptable in this classroom.*

**Grading**

Grades reflect student progress and learning towards meeting the state and district standards above measured by student performance. Weightings below are based upon traditional grading scales and are intended to give students an idea on how to focus their efforts. (Grading scale: A = Excellent/Superior (90-100%); B = Good/Strong (80-89%); C = Average/Adequate (70-79%); D = Passing/Weak (60-69%); F = Inadequate (< 60%). I do **not** use rounding.)

**Grading Based on Common Core Areas of Focus for English Language Arts**

- Reading:** class work, homework, note taking, graphic organizers, projects, etc. (25%)
- Speaking/Listening:** presentations, projects, Socratic Seminar, participation (Friday Form) (25%)
- Writing:** quick writes, essay outlines, formal & personal essays (25%)
- Tests, Quizzes, Exams:** vocabulary, end of unit/novel exam, reading quizzes (25%)

Late work is accepted **solely** with a “No Questions Asked” slip attached, must be submitted no later than five days after the original due date, and will receive reduced credit. Long-term assignments are due on assigned date regardless of attendance status. No late work is accepted after the final regular day of each quarter.

