 Sophomore English 2014-2015

Ms. Peterson

**Class Overview:** Sophomore English offers a survey of literature in a variety of genres. Students will use literature to improve their own reading, comprehension, and writing skills. The literature will provide a basis for research, grammar, writing, spelling, vocabulary, and oral presentations.

**Literature:**

* The students will be reading a variety of nonfiction, short stories, and poems.
* The students will be reading:
	+ *Night*, a Holocaust novel by survivor Elie Wiesel
	+ *Anthem*, a novel by Ayn Rand
	+ *A Midsummer Night’s Dream*, a play by William Shakespeare.

**Vocabulary & Spelling:**

* Students will use the Vocabulary Level D workbook. If the book is lost, the student must purchase a replacement in the bookstore (approximately $9).
* Students will be tested on each of the 15 units and also required to complete homework assignments associated with each unit.
* Since spelling and vocabulary tests are scheduled in advance, students present on testing days must take the test regardless of their attendance the previous day (\*except in the case of long-term excused absences).

**Writing Assignments**: (Essays, Literary Analyses, Poetry Project, Short Stories, etc.)

* Students will be expected to complete a variety of writing assignments. Many of these are considered long-term assignments and will therefore be subject to the policies regarding long-term assignments. Long-term assignments must be turned in on the day that they are due regardless of attendance that day. Students absent on the day a long-term assignment is due must find another way to turn the assignment in (ex: parent, friend, email).
* Late assignments and projects will be accepted with a penalty (one letter grade) for each day late. In addition, students must have a hard copy to turn in when assignments are due. Class time will not be used to print out a paper without a penalty (-5%). Email submissions will only be accepted in the case of long-term excused absences.

**Homework Policy:**

* Assignments that are turned in late will be accepted for 50% credit.
* Students absent the day an assignment is due are responsible (without expecting the teacher to remind them) for turning in the assignment on the first day they return to school.
* Students have one day for every day absent and excused to make up any work that was assigned during the absence.
* If a student is absent the day before an assignment is due and is present on the due date, the student is still expected to turn in the assignment. For example, if an assignment was given on a Monday and due that Friday, and the student is absent any of the days in between, the student is still expected to turn in the assignment on the due date.
* Long-term assignments are due on their assigned due date regardless of the students attendance that day. A parent or a friend may turn in the assignment for the student. (Long-term assignments are those that are one or more weeks in duration.)

**Make-Up Tests:**

* Any missed tests/quizzes must be made up within one week of the originally scheduled testing date or within a week of the student’s return to school (for long-term excused absences only).
* If tests/quizzes are not made up within a week, the student will receive a Zero for that test/quiz.
* If the student is absent on the day of a test/quiz and the absence is Unexcused, the student will not be permitted to make up the test/quiz.
* If the student is absent the day before a scheduled test/quiz and that test/quiz was scheduled before the absence, the student will still be required to take the test/quiz.

**Internet:**

* The students will be required to have access to the Internet. Some assignments may require to be turned in through the Internet. (The students have access to the library computers before/after school and at lunch.) Ms. Peterson’s website features detailed weekly agendas, project guidelines, vocabulary calendars, study guides, and many more important, helpful tools.

**Absences:**

* Although some absences cannot be avoided, they result in an inconvenience for both student and teacher. Therefore, students must assume responsibility for what they missed. The online weekly agenda is very helpful when a student is absent and does not want to fall behind. I will also provide each student with a folder that will be kept in the classroom and used solely for make-up work.
* In the case of a planned absence, students should discuss this absence with the teacher.
* Regardless of absences (except in the case of excused long-term absences) the students will be held accountable for all regularly scheduled assignments.

**Grading:**

* Students will be graded on a standard scale:

**A = 90 or above** (outstanding/excellent)

**B = 80—89** (above average)

**C = 70—79** (average)

**D = 60—69** (below average)

**F = less than 60** (failing)

* Semester grades will be calculated using the following percentages:

**1st / 3rd Quarter = 40%**

**2nd/4th Quarter = 40%**

**Final Exam = 20%**

* A limited number of extra credit points will be available each quarter. In some cases, the extra credit opportunities will be tied to assignments (bonus points, etc.). Other opportunities will be given as outside assignments.
	+ Please note—**Extra credit will not be awarded** to students who have missing quarterly projects and/or writing assignments (including, *but not limited to*, Independent Reading Novel Projects, Essays, Literary Analyses, etc.).

**Class Rules**

* Treat everyone and everything with **RESPECT**.
* Be in assigned seat and ready to work with required materials when the bell rings.
* Inappropriate language, hurtful teasing, rude gestures and/or insults will NOT be tolerated.
* Electronic equipment (cell phone, pager, ipod, mp3 player, portable cd player, calculator, etc.) must be turned OFF and put away. Electronic equipment may be used ONLY with the instructor’s expressed permission.
* Most importantly, follow Ms. Peterson’s instructions!

**If You Choose to Behave Irresponsibly**

* Your name will be verbalized as a WARNING!
* The second infraction results in a loss of two “class” points. You may be asked to sit outside the classroom door (in view of the instructor) until you are able to handle the classroom situation.
* The third infraction results in a loss of four “class” points. You may be asked to sit outside the classroom door, and a phone call home is warranted.
* A fourth infraction results in an administrative referral.
* SEVERE CLAUSE: In the event of a severe disciplinary situation, you will be referred immediately to the administration.

**Management Rules**

According to the assertive discipline plan, each student may earn two “class” points per period if s/he follows the rules of Corona and the tenets of Ms Peterson. They are called “class” points for two reasons: (1) these points are earned ONLY if the student is in class, and (2) it shows “class” to be able to follow rules responsibly and maturely.

By the end of a nine-week grading period, you may potentially earn approximately 88 “class” points (there are 44 days in a nine-week grading period – give or take a few days). These points are NOT given gratuitously; you must understand that in order to earn “class” points, you MUST be in class and follow the rules. Below is the list of ways in which “class” points may be lost:

1. Second infraction of a class rule = loss of 2 points
2. Third infraction of a class rule = loss of 4 points
3. \*Absence = loss of 2 points
4. Unexcused tardy = loss of 1 point
5. Failure to bring required materials to class = loss of 2 points
6. Sleeping = loss of 2 points
7. Cell phone/electronic device = loss of 2 points AND loss

These point losses are per period. \*Excused absences may be “made up” (points will be returned) by completing a related assignment/task IN ADDITION to any other assignment(s) which is/are missed due to your absence. It is YOUR responsibility to make an appointment to complete any work that was missed during your absence. You have one day for every day you are absent (excused) to make up the missed work. After that time, a zero will be entered unless special arrangements have been made. In addition, if you fail to keep an appointment you have made in order to complete missed work, a zero will be entered in the grade book. If you are unexpectedly unable to make your appointment, you must call and leave a message on my voicemail with an explanation. Any tests/assignments missed as the result of an unexcused absence will not be credited unless that absence is excused through the office within the allotted 48-hour time period after the absence. Major assignments must be submitted on a specified due dates; late assignments will NOT be credited.

Dear Parents/Guardians,

Welcome to the 2014-2015 school year. I am pleased to have your son/daughter in class and am looking forward to a great year. Sophomore English offers a survey of literature in a variety of genres. Students will use literature to improve and enhance their own reading, comprehension, and writing skills, and will participate in a variety of research-based activities.

Ensuring success in the classroom requires a partnership between students, teachers, and parents. As a result, I am a firm believer in keeping the lines of communication open. If at any time during the school year you would like to discuss your child’s progress, please feel free to contact me at 752-8888 ext 80085 or via email at **cpeterson@tuhsd.k12.az.us** (\*email results in a faster response time).

Grades are available online via Synergy and are updated frequently. In addition, my website will feature detailed weekly agendas, project guidelines, vocabulary calendars and flash cards, study guides, and many more important, helpful tools.

Please take the opportunity to review the course outline and class rules/procedures in the syllabus I sent home. This will also be put on my website. I ask that you discuss these with your student, complete the bottom portion of this letter, including the contact information, and return it by **Friday, August 8.** Returning the completed bottom portion of this letter is an assignment for your student. In addition, your student will have a syllabus and policy/procedure scavenger hunt to complete.

**\*Teacher Website**: My website is currently under construction but should be ready the first week. Information for this will be sent home as soon as possible.

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**Sophomore English Policies and Procedures Acceptance Agreement:**

I have read and accept the policies and procedures for Sophomore English that are posted on Ms. Peterson’s website: http://staff.tuhsd.k12.az.us/cpeterson/

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent Email:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Preferred Contact Phone Number:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date Signed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Below, please include any information you feel I should know to help your student be successful this year. Thank you!**